

A Vine of God's Own Planting



John F. Chilton

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For each of five years, 1996-2001, leading up to its centennial celebration in 2001, Trevecca Nazarene University has published a book on a topic related to the University's history. This volume, the final one in the series, brings up to date the history of the University since *The Trevecca Story* was published on the occasion of the school's 75th anniversary.

A Vine of God's Own Planting reviews the first seventy-five years of Trevecca's history, 1901-1976, and then recounts the events that have shaped Trevecca in its last twenty-five years, 1976-2001. This volume is a fitting conclusion to the Trevecca Centennial Series and a valuable record of Trevecca's first one hundred years.

A Vine of God's Own Planting

VOLUME FIVE
TREVECCA CENTENNIAL SERIES

A Vine of God's Own Planting
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A Vine of God's Own Planting

A handwritten signature in black ink, reading "John Chilton". The script is fluid and cursive, with the first name "John" and last name "Chilton" clearly legible.

John F. Chilton

JANICE M. GREATHOUSE
GENERAL EDITOR
TREVECCA CENTENNIAL SERIES

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Dedication

This work is dedicated to

Sara, my dear wife of thirty-six years, whose patience and faithful encouragement throughout this writing project made this book a reality;

My parents, John F., Sr., and Marguerite M. Chilton, now in heaven, whose guidance and support helped me make a late transition to the academic world and whose godly lives have provided inspiration for my Christian journey; and

Homer J. Adams, my first history professor at Trevecca Nazarene College, whose example in and out of the classroom has helped to confirm my calling as a teacher of history to Nazarene youth.



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Acknowledgments

I AM INDEBTED TO A HOST OF COLLEAGUES AND FRIENDS FOR their assistance in the preparation of this book. Dr. Millard Reed, president of Trevecca Nazarene University, and former presidents of the school Dr. William Greathouse, Dr. Mark Moore, and Dr. Homer Adams read all or a portion of the manuscript and provided valuable suggestions for its improvement.

The members of the Trevecca Historical Committee not named above, including Dr. William Strickland, former academic dean of Trevecca Nazarene University, and Dr. Toby Williams, my teaching colleague for twenty-two years, gave welcome guidance throughout the process.

Jan Greathouse served as the primary editor for the project, providing guidance and encouragement all along the way, and Dr. H. Ray Dunning ably assisted her in that process. Marian Jewell not only provided service as a proofreader, but she also spent many hours retrieving information from the University Archives. Pam Day and Andrea Gales, archivists in the Mackey Library, gave tireless assistance in my constant search for information in the Special Collections.

Finally, my special appreciation is due to Donna Wilson, who went far beyond the call of duty to type the entire manuscript, some parts several times, and never complained about the extra work load.

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Foreword

A VINE OF GOD'S OWN PLANTING IS THE SIXTH BOOK AUTHORIZED BY Trevecca to tell its story.

At the time of the school's seventy-fifth anniversary in 1976, President Mark Moore asked one of the faculty, Mildred Bangs Wynkoop, to record the school's history to that point. That work is entitled *The Trevecca Story*.

Soon after coming to the president's office in 1991, I asked my predecessor, Dr. Homer Adams, to assist me in planning a series of books in celebration of Trevecca's centennial in 2001. A committee was selected that included William Strickland, Arthur (Toby) Williams, John Chilton, and me. Dr. Adams served as our chairman.

Through the work of this committee, the following books were published:

Reminiscences of Dr. A. B. Mackey by Homer Adams—1997;

J. O. McClurkan: His Life, His Theology, and Selections from His Writings by William Strickland and H. Ray Dunning—1998;

Trevecca—Folklore and Tradition by Homer Adams—1999; and

A Trevecca Souvenir: Remembering 100 Years by Jan Greathouse and others—2000.

From the beginning the committee intended that a centennial history be written as the capstone of this series. It was anticipated that this work would briefly review the earlier history, record the major events of the last twenty-five years, and provide some turn-of-the-century perspective on Trevecca's past and future.

John Chilton was the obvious and unanimous choice to serve as author of this key volume. John came to Trevecca as a student in

1962, and he met and married Sara Casdorph while here. Soon after graduation he became comptroller and served for two years. His yearning to serve in the classroom took him to graduate studies at George Peabody College for Teachers. After completing his doctorate in 1974, he returned to his alma mater to teach history until his retirement in 1999.

John is qualified as a historian to render this service to his school. He also writes well, and his love for the students (and their love for him) adds warmth and color to this work that few histories enjoy.

Some say that a “people” are not a “people” if they have no story. Well, Trevecca has a “story.” It lives in the heart of every member of “The Trevecca Family.” Now, through these six volumes, a significant portion of that story is recorded so that it can be read and reread by those of us whose memories will be jogged by what we read and by those of us for whom it is new material.

Dr. Chilton’s work will assist all of us as we fit the values cherished and experiences gained at Trevecca into our memory bank for a lifetime of service in the Kingdom.

Millard C. Reed

Introduction

SOMEONE HAS SAID THAT INSTITUTIONS ARE THE SHADOWS CAST by the individuals who establish them, and that description certainly fits Trevecca Nazarene University. As the school's founder, J. O. McClurkan put his stamp on the early years and set the course for Trevecca's development over the first three decades of its life. C. E. Hardy and a succession of other committed and capable ministers and laymen helped to shape the school's early years and brought it through periods of great difficulty. The myriad dedicated Nazarenes who sacrificed their time and resources as teachers, pastors, church leaders, alumni, and parents of students surely deserve a place in the gallery of those who have brought Trevecca through its first century of growth.

A. B. Mackey fills a unique role in this succession of the faithful. He was the one who stepped in at the crucial point of the school's history and, by his faith and resourcefulness and his sheer tenacity, brought Trevecca out of bankruptcy and near collapse and set it on the path to financial stability and acceptance by the Nazarenes of the Southeast as their college, eventually persuading them that it deserved their support and their students.

Each of the four men who have followed A. B. Mackey in the office of college president has made unique contributions at significant times in the development of the school. William Greathouse and Mark Moore of necessity focused their efforts toward regional accreditation, recognition that was attained in 1969. The developments in financial support and academic programs which continued in those years helped to set the stage for Homer Adams's successful three

terms at the helm, characterized by the improvement of facilities and the strengthening of academics. Millard Reed, during his first two terms, led Trevecca to university status and a new level of financial support and ushered the institution into its second century of leadership and service as well as into the new millennium. All have distinguished themselves as able leaders for their particular times.

Of course, as in the case of all great institutions that attempt to minister to the souls and minds of God's people, the hand of God can be clearly seen in the events that have brought Trevecca to its present place as a molders of young people. J. O. McClurkan once observed, "I did not start Trevecca on my own. It was thrust upon me in the Providence of the Lord." The title of this volume, *A Vine of God's Own Planting*, is a description of the school attributed by some to Rev. McClurkan. (The immediate inspiration for the title was provided by former Trevecca president William M. Greathouse in his Founder's Day address to the campus community on November 15, 1986.) Through the good years and the not-so-good years, that "Providence of the Lord" has been the obvious shaping influence in the growth and development of "God's own vine" that is now Trevecca Nazarene University. The purpose of this book is to tell the story of Trevecca Nazarene University's first century of life. A number of works have been written, and several published, covering various periods of the school's history. The definitive work is Mildred Wynkoop's *The Trevecca Story*, which was produced in 1976 as a part of the 75th Anniversary celebration. Chapter One of the present volume will summarize the development of the College to the election of Mark Moore as president in 1968. The reader is invited to examine *The Trevecca Story* for a more detailed account of the earlier years.

John F. Chilton

CHAPTER ONE

The First Seven Decades: Bible Training School to Liberal Arts College

Beginnings with J. O. McClurkan

ZECHARIAH WARNED HIS PEOPLE NOT TO DESPISE THE DAY OF small beginnings (Zech. 4:10, kjv). That admonition is quite appropriate in an examination of the origins of Trevecca Nazarene University. In this case the small beginnings took place in the pastor's study of the Pentecostal Alliance in Nashville, Tennessee, during the winter of 1900-1901, when eight Christian workers, members of J. O. McClurkan's congregation, began meeting as a pastor's training class. This group included several people who would later play significant roles in Trevecca's development, including Mr. and Mrs. John T. Benson. The need for trained workers to manage the growing network of evangelistic centers that had been established in Nashville and throughout the Southeast soon dictated an expansion of these sessions and the consequent need for larger quarters.

The Old Hynes School building on Jo Johnston Avenue in North Nashville was purchased in November 1900, and the announcement was soon made in the March 7, 1901, issue of the

Alliance newsletter, *Zion's Outlook*, that a "Bible Training School" would open in the fall of that year. The curriculum would be designed for those who were called to "missionary, evangelistic and other branches of Christian work," but were unable to spend the time or the resources for a college education. The course of study provided was to be "eclectic," heavily oriented to Scripture but liberally supplemented by languages and the humanities and reinforced by practical experiences through participation in evangelistic services and mission activities. John T. Benson Jr. reports that the course of study included several offerings of English grammar and rhetoric, a variety of mathematics courses, and Greek, Latin, and Hebrew language studies (36). The training school for Christian workers was beginning to look remarkably like a small college. Wynkoop sees this early focus as a triumph of McClurkan's Presbyterian emphasis on liberal education over the narrower Eleventh Hour Movement focus on Bible training, an emphasis which his Pentecostal Alliance had shared with many early holiness groups of that day. The shift toward a liberal arts education was reflected in the new name: "The Pentecostal Literary and Bible Training School" (Wynkoop 64).

The school opened on November 5, 1901, with twenty-five students in attendance; that date is officially considered the birth date of the school (Wynkoop 64). The first student to register was William M. Tidwell, who later served for many years as pastor of the Chattanooga First Church of the Nazarene in Chattanooga, Tennessee.

The expanding work of the Mission and the growing student body of the Training School soon necessitated a move to still larger quarters. A building in downtown Nashville became available, and the school moved there in January 1905 (Benson 70-71). Two additional stories were immediately added to this structure, and the entire second floor was dedicated to the school. The fall enrollment in 1905 numbered more than seventy students. The location of the institution in Nashville, the "Athens of the South," promised a rich cultural environment, which McClurkan saw as a great advantage for his students.

As the school grew, Rev. McClurkan was careful to maintain his independence from denominational ties. The *Living Water* issue of

September 14, 1905, expressed the founder's position: "The school is strictly non-sectarian in character. It is run in the interest of no particular church. Denominational lines are not drawn. Christ is exalted, rather than a sect. None need have any fear of an effort being made to proselyte them. We are one in Jesus" (Wynkoop 71).

In spite of this reluctance to identify with an established denomination, McClurkan was being increasingly faced with problems that were pushing him toward such a connection. The work was growing in needs and in complexity. By 1910 the Mission was maintaining twenty-two missionaries in several world locations. The publishing program, including the periodical *Living Water*, made heavy financial demands. The growth of the Training School and the fact that the students paid no tuition and only \$2.50 per week for board and room placed increased pressure on the financial skills of those charged with raising and managing funds. J. O. McClurkan was reluctant to concern himself with the financial side of the enterprise and trusted men like John T. Benson to provide leadership in that area. Operating the Mission and the Training School as independent operations was becoming increasingly difficult.

New Name and New Home

AS EARLY AS 1907 PHINEAS F. BRESEE AND J. O. MCCLURKAN were exchanging letters concerning news of the two organizations. Bresee was extending the "right hand of fellowship" in case the Nashville group wanted to join the young Pentecostal Church of the Nazarene. McClurkan sent delegations to Chicago in 1907 and to Pilot Point, Texas, in 1908 to witness the mergers of the regional holiness associations that produced the national Nazarene denomination. Neither meeting convinced the Nashville group of the value of joining, and no action was taken when they returned home. In 1911, at McClurkan's invitation, the Pentecostal Church of the Nazarene came to Nashville for its third general assembly, but again no agreement toward a merger was reached. Two members of the Mission were selected for responsible positions in the young denominational organization. Edward Walker was elected general superintendent,

and B. F. Haynes, who had founded the *Zion's Outlook* paper that was later sold to McClurkan's group, was elected editor of the *Herald of Holiness*, the official organ of the Nazarenes. McClurkan's daughter, Merle McClurkan Heath, believed that the primary reason for her father's reluctance to join the growing movement toward union was his personal conviction that his work should remain as it had been born—nonsectarian, open to all, occupying the neutral ground among a variety of doctrinal positions within the holiness movement. He may also have had concerns about the new denomination's failure to embrace premillennialism and its practice of ordaining women (Strickland and Dunning 72). (See these authors' discussion of this issue in pp. 60–72.)

Meanwhile, growing pains necessitated the construction of two additional buildings, one in 1906 and the other in 1910; these structures were financed by the Pentecostal Mission and then leased to the school in exchange for an agreement to maintain the properties. A more significant aspect of all this growth and expansion was the change in the name of the Pentecostal Literary and Bible Training School, in 1910, to Trevecca College for Christian Workers. This change was more than cosmetic. It indicated a structural reorganization that produced a four-year curriculum of courses leading to bachelor degrees following the pattern of the University of Tennessee. The Bible School had become a degree-granting, four-year college (Wynkoop 77–79).

The name for the new college has aroused its share of curiosity and comment. It derived from Lady Huntingdon's training college for preachers, which had been established in the Welsh village of Trevecka in 1768. Lady Huntingdon intended for her school to train clergymen who could bridge the growing gap in the English Wesleyan holiness movement between those who advocated the Arminian "free grace" position (J. Wesley and his followers) and those who accepted the Calvinist view of predestination and election (G. Whitefield and his followers). J. O. McClurkan was interested in the same kind of mediating position between those doctrinal poles and evidently saw the Anglicized name of Trevecca as an appropriate name for a nonsectarian holiness college. How he came across the name, though, has been debated over the years. Probably the most

thorough research into the subject was done by S. W. Strickland. He concluded that McClurkan would have had knowledge of the part played by the original Trevecca College in the Wesleyan revival and the ecumenical purpose of its founder and that McClurkan probably saw the name as quite fitting for his similar purpose (Strickland 83-84).

By 1913 the school had again outgrown its quarters, and Rev. McClurkan was negotiating to buy an adjoining building on Fourth Avenue. A problem with the city fire code convinced him to look elsewhere for room to expand, and in September 1914 the Mission Board voted to purchase the Percy Warner estate, a Victorian mansion located on an eighty-acre tract in the northern outskirts of East Nashville. The founder, however, was not destined to see his college move to its new home. McClurkan had been ill for some weeks with typhoid fever. On the very day his school opened in its new location, he died in St. Thomas Hospital at fifty-two years of age. Worn out from the years of labor and stress in building the Pentecostal Mission and Trevecca College, he entered his new home on the same day that his students entered their new campus home. His tombstone in Mount Olivet Cemetery on Lebanon Road in Nashville bears the inscription that he undoubtedly hoped would be the motto of each graduate his school produced: "He lived for others" (Wynkoop 90). It clearly reflected his own outpoured life.

Nazarene Connection and the Search for a Leader

THE LOSS OF THEIR LEADER WAS A TREMENDOUS BLOW TO THE members of the Pentecostal Mission and to the students of the young Trevecca College. The Board chose Dr. C. E. Hardy, a long-time associate of McClurkan and a well-known preacher as well as a medical doctor, to be their pastor, but they could not agree on the choice of a leader for the school. Mrs. McClurkan and her son, Emmett, operated it for a year, and in 1915 Dr. Hardy was asked to assume the presidency (Wynkoop 94). He accepted and held that position for the next decade, except for a brief eighteenth-month interim term

beginning in 1919 when Stephen S. White took the reins to guide the school through a consolidation period.

The merger of the Pentecostal Mission with the Church of the Nazarene was finally effected in February 1915. Two years later the Tennessee District of the new church organization officially adopted Trevecca College as a Nazarene institution. By this time the nation had officially entered the Great War that had been raging in Europe since 1914. The unsettled political and economic conditions that accompany any war had created difficulties for the school. The loss of young men and women to the war effort only made the situation worse. A merger was negotiated with nearby Ruskin Cave College for the 1917-1918 school year, but the student body returned to Nashville in the fall of 1918. A similar combination of students and resources was made later that year with the Southeastern Nazarene College in Donalsonville, Georgia, originally organized in 1912 as the Shingler Academy. Both schools had been sponsored by the Church of the Nazarene, but neither had received any systematic financial support. It was that consolidation which Dr. White had been asked to accomplish. When White resigned in 1920, Dr. Hardy returned to serve out his unexpired term.

When the Annual Convention could not agree on the selection of a president in 1925, John T. Benson agreed to serve as interim leader. In May 1926, A. O. Henricks came from California to assume the leadership of the College, but he resigned after two years, and Dr. Hardy was asked to return for the third time. He complied with that request, and this time he was destined to shepherd Trevecca through its darkest days of economic depression, dislocation, and bankruptcy until its final move to the present campus location on Murfreesboro Road.

Great Depression Brings Financial Woes

WHEN TREVECCA COLLEGE MOVED IN 1914 TO THE WARNER property on Gallatin Road, part of the plan for payment involved the sale of residential building lots on the periphery of the estate to friends of the College, thus establishing a Nazarene residential com-

munity surrounding the school. This plan had been followed with some success, but the unforeseen result was that, by 1929, the campus was again becoming too small for the growing needs of the school. Attempts to repurchase some of the lots met with little success.

Although A. O. Henricks had managed to retire a large part of the standing debt he had inherited when he became president, the operation of the school had built up a sizable financial deficit by the time Hardy returned. Financial support from the Nazarene churches on the Southeastern Educational Zone had never been sufficient or consistent, and the administration had spent much of its energy in trying to raise money to keep the school afloat. Hardy intensified these efforts and made a special drive to establish an endowment fund that would help to stabilize the flow of support, but those efforts met with failure. The worsening financial problems of the nation were reflected in the increasing difficulty in obtaining help from local banks. At one point the Board even considered buying the franchise for an Atlanta-based soda pop called "Orange Jack" and using the profits to supplement College revenues, but that plan did not materialize (Wynkoop 133).

In the midst of all these tribulations, Trevecca lost one of her most faithful supporters and friends. John T. Benson died in June 1930 after several years of failing health. His tireless labor for over thirty years and his consistent financial support, sometimes at crucial junctures, surely made his loss a difficult one.

Another Campus Move

IN THAT SAME MONTH PRESIDENT HARDY BECAME AWARE OF THE availability of the fifty-eight-acre campus of the Roger Williams College and the American Baptist Theological Seminary, two recently vacated adjoining institutions for black students on the northern outskirts of the city. He asked the Board of Trustees to make an offer of \$50,000, which seemed reasonable in light of the generally run-down condition of the facilities.

Problems immediately surfaced. Some of the Board members were opposed to the move, and a number of Nashville-area Nazarene

churches felt they would be hurt if the College were moved into the hard-to-reach suburbs of the city. After several votes the issue was tabled. At that point two faculty members filed lawsuits against the administration for their unpaid back salaries. Teachers had been paid for some time not with cash, but with the promissory notes from students covering their tuition. In some cases, salary checks had been written and given to teachers with the request that they sign them and hand them back as "donations." These practices obviously had bred a lack of confidence in the fiscal integrity of the administration.

In the midst of these proceedings and with local opposition at all levels, President Hardy moved ahead. During the next two years he purchased the property on Whites Creek Pike and closed the Gallatin Road campus. He relocated the school to the new site in the fall of 1932. Unfortunately, the lawsuits had thrown the College into bankruptcy, and all the furnishings and even the books in the library were eventually sold at public auction. A new charter for the College was drawn up in the name of "Southeastern Education Board of the Church of the Nazarene," and legally, at least, Trevecca College ceased to exist.

The facilities at the new location were far from adequate. The plumbing worked most of the time, but there was no electricity for the first thirty days. The only furnishings were rented from the receivers at the Gallatin Road location, and other pieces were donated or scraped together by supporters of the school. The approximately seventy students existed on biscuits, beans, and sweet potatoes. In spite of everything, the students kept their sense of humor and continued their studies and the work of spreading the gospel in the community. The devastating tornado that swept through Nashville in March 1933 left the school property undamaged but provided additional opportunities for relief work by the students.

By the winter of 1933-1934 it became obvious that Trevecca was going to have to move again. While attempting to raise money for the mortgage payment, Dr. Hardy had been notified that the title to the new campus property was faulty and that the College would be unable to obtain clear ownership, even if the money were available. The discouraging search for a home began once again. The summer of 1934 probably marks the lowest point in the long history of

Trevecca, but also that summer there surfaced the man who would become the savior of the school, A. B. Mackey.

Emergence of A. B. Mackey

ALEXANDER BENJAMIN MACKEY HAD FIRST APPEARED AT Trevecca College in 1925 as a part-time teacher of math, Latin, and French. Over the next few years he served as principal of the High School, dean of the College, and on several occasions assumed responsibility for the school in the absence of administrative leaders. When the school was evicted from the Whites Creek campus, he was appointed vice president and was commissioned to represent Trevecca before the Tennessee Association of Colleges in an attempt to retain the College's official recognition by that body. He also received permission from H. H. Wise, pastor of First Church of the Nazarene in Nashville, to move what little remained of Trevecca's classroom furnishings and equipment to the church facilities on Woodland Street in East Nashville. Several nearby buildings were rented for dormitories, and the College reopened in the fall of 1934. The charter was redrawn while the school was at this location, and the school was resurrected as "Trevecca Nazarene College," the name it carried until 1996 when it was renamed Trevecca Nazarene University.

New Name, New Campus, and New President

IN THE SUMMER OF 1935 TREVECCA NAZARENE COLLEGE FINALLY ended a third of a century of wandering and moved to the campus it now occupies. A seven-and-a-half-acre plot with three large buildings was located on the southern boundary of the city, a three-year lease was arranged with an option to purchase, and after several weeks of clean-up work by students and local church volunteers, classes opened in mid-September. *The Nazarene Weekly*, the newsletter of First Church of the Nazarene in Nashville, announced the move with the triumphant message "The Dove Has Found a Resting Place" (7 July 1935).

The years of economic struggle and the conflict involved in the management of the school had taken their toll on President Hardy, and a period of ill health had weakened him considerably. At the Board meeting in February 1936, the faculty committee recommended that Dr. Hardy, at his request, be granted a year's leave of absence and that A. B. Mackey be appointed acting president for that year, with all the authority to perform the duties of that office. In effect, Mackey began his tenure of office at that time and continued to serve as president until his retirement in 1963. Those years are so critical in the history of the College and his role so pivotal that it can be truthfully said that "[h]ad it not been for A. B. Mackey, there would be no Trevecca Nazarene College" (Wynkoop 167).

Mackey was one of the few laymen who have served as president of a Nazarene college, and his experience as a teacher and a learner certainly shaped the emphasis on academic excellence that characterized his administration. His slogan "Onward to a Four-Year College and a Million-Dollar Campus," articulated early in his administration, seemed a futile dream to most Nazarenes in the Southeast, but A. B. Mackey had a vision and he never let it die. The succeeding years saw that vision fulfilled even beyond Mackey's expectations.

Growth of Campus and Programs

AT THEIR JUNE 1937 MEETING THE BOARD OF TRUSTEES VOTED TO exercise the purchase option on the new campus property, and their offer of \$15,500 was accepted. Negotiations were opened for several adjoining plots that would provide for future expansion. With his own funds Mackey had already purchased the eight-acre plot lying north of Hart Street that now contains the former Mackey Library, Wakefield Fine Arts Building, and McClurkan Memorial Hall, and he immediately deeded the property to the College. Shortly thereafter, Mackey was able to buy the nineteen-acre tract that lies north of these original pieces of land thus extending the campus all the way to Murfreesboro Road. After selling a number of building lots from this tract, he gave most of the remaining land to the College and later sold the final piece to the school at cost.

In 1941 an additional fifteen acres located between Lester Avenue and Nance Lane at the southeast corner of the campus were purchased with \$4,000 borrowed from Mamie Jackson, a friend of the College, with the agreement that any balance remaining unpaid at her death would become a gift to the school. Tidwell Faculty Center, Moore Gymnasium, two dormitories, and three athletic facilities (baseball, soccer, tennis) now occupy this property. By 1950, after several owners of lots facing Lester Avenue north of Hart Street had deeded their land to the College, the total area of the campus was brought to approximately fifty acres (Unpublished letter from H. J. Adams, 19 March 1998). By 1950 the College retired the debt on the original purchase price for the campus.

The economic recovery that accompanied the opening of the European war in 1939 enabled the Board to start the fourth major building on campus, an auditorium/classroom building, originally named Alumni Memorial and later changed to McClurkan Memorial. Two other smaller structures were also begun, including an eleven-room apartment building named Gibbs Hall, in honor of A. M. Gibbs of Chattanooga, Tennessee, who donated much of the building material for the structure.

Construction of the McClurkan Memorial building moved slowly because the Board had stipulated that no debt was to be incurred in its construction. Students, faculty, and friends furnished most of the manpower, with the only labor cost being expended for the professional masons who dressed and laid the stonework. The stones themselves had been dug by students from the hill on the west side of the campus. The completed building was valued at \$150,000 in 1943, but only \$40,000 had actually been expended.

The original president's home, built during this same time period on the present site of the former Mackey Library, was moved to the west side of the campus in 1960 when construction was begun on the new president's home on Alumni Drive. It was used as a small dormitory until the construction of the Jernigan Student Center began, when it was again moved—this time to the south side of the campus, where it continues to serve as a campus home for staff families. In March 1943 in the midst of all this activity, the Administration Building, one of the original three structures on cam-

pus, burned to the ground, along with much of the library collection. Construction on a replacement was begun immediately on that site, and the new administration building was occupied in 1944.

Jesus once told His disciples that if they had the faith they could see mountains removed. In the early 1940s Trevecca students were shown a modern application of that principle. The Nashville city government needed fill dirt for the reconstruction of Murfreesboro Road in front of the campus. It was to serve as the main artery between downtown and the new airport. The Trevecca campus was covered with knolls and hillocks, which hampered any attempt to do effective landscape planning. The city agreed to come and scrape off the knolls and haul off the dirt, and Trevecca received free landscaping service in return. A little later, another deal was arranged for the state government to perform some excavation for a campus building and use the dirt for landscaping at the State Capitol building—more free excavation and hauling, and another addition to the value of the campus property. “Be ye removed. . .” (Wynkoop 177).

Progress was also being made in the academic program. Enrollment was increasing every year, and by 1941 there were 283 students, the highest number ever. The offering of collegiate bachelor degrees had been suspended in the 1920s, and in 1936 the school was advertised as being recognized by the state as a junior college. In 1941 the official authorization to offer the four-year college program was restored by the state, and the first bachelor of arts degrees were awarded in the 1942 graduation ceremonies. Each course of study had to include six credits in Bible and six in Christian doctrine because Dr. Mackey believed that every graduate of Trevecca should have a solid grounding in biblical studies, regardless of his or her career goal. There was an elementary school and a high school, and the College offered courses in economics, English, history, mathematics, philosophy, psychology, education, and French. Eight of Trevecca's teachers held master's degrees in 1941 (1941-1942 *Catalog* 14-15).

The portion of the library that survived the 1943 fire, though rated well for its scarce old volumes, was lacking in the newer academic works necessary for effective classroom support. Lyla Mackey, the president's wife, already held a master's degree from

Peabody College; she completed a second baccalaureate in library science there in 1944 and immediately became the official librarian of the College.

L. Paul Gresham had come to Nashville in 1936 to attend Vanderbilt University Graduate School, and he and his wife, Martha DeWitt Gresham, were immediately hired to teach at Trevecca—history and biology, respectively. Thus began an eighteen-year relationship, one that proved eminently valuable for the school. In 1943 Gresham was awarded the Ph.D. by Vanderbilt, thus becoming the first teacher at Trevecca to hold the doctorate. During those years he taught most of the history courses, also serving as principal of the High School, and then, from 1946-1954, as dean of the College.

Another person who left his mark on Trevecca during this period was A. K. Bracken. Arriving in Nashville after a long tenure as president of Bethany-Peniel College in Oklahoma, Dr. Bracken taught religion courses at Trevecca for twelve years. He served as dean of the religion department from 1943 to 1946 and was founding pastor of College Hill Church of the Nazarene located on the campus.

Early Steps toward Accreditation

THE FINAL STEP INTO FULL MEMBERSHIP IN THE FAMILY OF VIABLE academic institutions is always official recognition by the regional accrediting association. In Trevecca's case this recognition came from the Southern Association of Colleges and Schools, headquartered in Atlanta. The Tennessee State Department of Education in Nashville had recognized the school for several years, even during the unstable period of the mid-1930s, but official regional accreditation had always been elusive, more remote at some times than at others.

Evidently the faculty had been examining the list of SACS requirements during the early part of the 1942-1943 academic year, because the Board Minutes of February 1943 reported the results of a "self-study" by the faculty in light of those requirements. Trevecca seemed to meet some of those standards and to fall short of others, but the most serious shortfall was considered to be in the area of finances. The annual College income of \$50,000 deemed necessary

for financial stability would have required a five-fold increase over that year's actual receipts of \$10,000, and the stated requirements in physical facilities would necessitate the construction of a new building every two years for the foreseeable future. As far away as those goals appeared to be, at least the College was measuring itself against the standards and for the first time was undertaking a serious self-examination. The final attainment of full accreditation would take another twenty-seven years.

Campus Grows: New Buildings

THE APPEARANCE OF THE CAMPUS CHANGED STEADILY DURING THE years following World War II. The Board authorized the construction of a "music building" at its September 1943 meeting, but the start was delayed for eight years because of a lack of finances. The sod was finally turned on the Fiftieth Anniversary Founder's Day in 1951, and the Fine Arts Building, later named the Wakefield Fine Arts Building, was occupied in 1954, having cost a total of \$120,000. Meanwhile, the pressing need was for a men's dormitory to supplement old Hardy Hall, another one of the original structures, and in 1947 a fireproof residence hall was authorized by the Board. Slow payment of pledged revenue delayed the completion of this building until 1950. It was named Tidwell Hall after the school's first registered student.

In February 1954 McKay Hall, one of the three original campus buildings, was badly damaged by fire. This building had been serving as a women's dormitory, with the cafeteria located in an addition to the lower floor. The dormitory was repaired and returned to use by the following year, but the cafeteria was considered a total loss. Within the year a new single-story block building was constructed behind the Administration Building to serve as the campus cafeteria. It was later named Bud Robinson Hall, for Reuben "Uncle Bud" Robinson, a pioneer evangelist in the Church of the Nazarene.

Dr. Mackey Brings New Philosophy

A CHANGE IN ATMOSPHERE OCCURRED DURING THESE MATURING years. The desire on the part of the students for a more active role in the life of the College had not fared well during the earlier years in the life of the school. Strict discipline and adherence to the regulations had been the order of the day, but Dr. Mackey had a more liberal approach, and in 1944 a Student Advisory Council was authorized, providing an avenue for student participation in the operation of the school. Representatives chosen from the various class levels would meet with faculty and administration groups and would help formulate rules of conduct and discipline, many of which, then and now, dealt with standards of dress and behavior. Although the role of students was quite limited during these early years, the formation of this Council was a step forward.

Another development of these years was a subtle shift in educational philosophy, a change spearheaded by President Mackey. He had always believed that education consisted more of teaching students how to think than what to think; thus the teacher should be more a guide and motivator than a conduit of information. Faculty leaders like Paul Gresham and A. K. Bracken likewise shared these ideas with the result that the stated goals of the school began to contain objectives like "respect for personality," "social consciousness and poise," and "civic protection and justice." The ability to earn a living and to be a contributing member of a secular society began to take its place alongside service to God in a ministerial capacity as a legitimate outcome of a Trevecca education.

This appeal to a broader spectrum of students brought a new set of problems to the campus, problems that are reflected in some new statements listed among the guidelines for behavior, such as prohibitions against tobacco, card playing, and dancing, as well as against "hazing and firearms."

The end of World War II also brought a significant increase in new students, as veterans took advantage of the educational benefits of the G. I. Bill of Rights. By 1947 enrollment reached 450 and was expected to total 500 by June of that year. Fifteen years earlier there had been only seventy students on campus.

Key Additions to Faculty and Administration

THESE POSTWAR YEARS ALSO WITNESSED THE ARRIVAL OF NEW members to the faculty and staff, several of whom began long tenures of service. In 1945 V. Neil Richardson was employed to serve as financial director and stayed on for more than two decades of dedicated service as general business manager. In 1948 Maude A. Stuneck came to teach religion and biblical languages. She had received the doctor of philosophy degree in languages from the University of Chicago and was considered an authority in this field. She became the second Ph.D. to teach on Trevecca's faculty. Homer J. Adams, later to lead the College as president in the 1980s, returned from U. S. Navy service in the war and earned a doctorate in history from Peabody College in 1953, thus becoming the first Trevecca graduate to earn a Ph.D. William M. Greathouse, who also later served as president of Trevecca, came in 1946 while pursuing a master's degree in religion. Edward F. Cox and Koy W. Phillips both returned to teach at Trevecca. Amy Person had been associated with the College since 1931, first as a secretary, then as registrar and teacher of English until her retirement in 1967. Her notes, recorded minutes, and reminiscences have provided the basis for much of what is known of those years.

A unique individual who filled an important role at the College during these years was Clifford E. Keys. Known affectionately to students as "Pop" Keys, he was hired as field representative in 1949 and served as the chief fund raiser on the educational zone for fourteen years. He traveled more than 500,000 miles, often accompanied by student singing groups, and single-handedly pioneered the public relations/church relations program which functions so effectively today. He provided an honest and forceful voice for the College, a voice that was sorely needed at that time, and the churches responded.

Further Steps toward Accreditation

TREVECCA CELEBRATED ITS FIFTIETH ANNIVERSARY IN 1951, AND soon after the Founder's Day activities in the fall, Dr. Mackey and Dr. Gresham attended the annual meeting of the Southern Association, held that year in St. Petersburg, Florida. Remarks made by association officials about Trevecca at this meeting so encouraged Dr. Mackey that he returned to Nashville armed with the newly revised accrediting standards and determined to renew the effort toward accreditation. The executive secretary of SACS visited the College's Board meeting in 1953 and explained the meaning of the standards and the procedures necessary for pursuing their attainment. In response to that visit, the school initiated a number of changes and began planning for others. A new series of "general education" courses was authorized, including Greathouse's new offering of Religion and Life, and Dr. Gresham's already established Western Civilization. Professor Koy Phillips initiated a program of student services, which included guidance and counseling.

The next major step was taken in 1954, when a professional consultant was retained to provide guidance for the administration. A thorough self-study was being conducted under the leadership of Dean L. Paul Gresham during that 1953-1954 school year, and a progress report was sent to the SACS office. SACS's response to the report indicated that several standards were being met satisfactorily, while other areas were still weak. The lack of earned doctorates on the faculty, the lack of endowment funds, and the inadequate and aging library collection were still seen as hindrances to Trevecca's recognition by the Association.

Emergence of Homer J. Adams

IN JUNE 1954 DR. PAUL GRESHAM TOOK A LEAVE OF ABSENCE TO go on an assignment to Hawaii, and Dr. Homer Adams was appointed acting dean of the College. He assumed the deanship the next spring, when Dr. Gresham decided not to return. The quest for accreditation then became Dr. Adams's continuing task, and he and

Dr. Mackey gave their full energies to that quest. Progress reports were sent to the Association annually for the next dozen years, and the Association officials responded with evaluations and details for further needs. The lack of money, in both operating revenues and invested endowment, always seemed to be the major factor keeping Trevecca out, and some of the recommended changes, such as substantial increases in faculty compensation, were impossible to address adequately because of the lack of funds.

Several changes were implemented, however. In the spring of 1962 the High School graduated its last class and was terminated in order to free resources and facilities needed by the College. Dean Adams formulated a clear policy on academic freedom and tenure by adapting the statement used by the American Association of Colleges to Nazarene doctrinal standards. That statement was adopted by the Board at its June 1962 meeting.

In spite of all of these efforts, accreditation eluded Trevecca, and when A. B. Mackey retired in 1963, after twenty-seven years of service, the school was still trying to meet the requirements. Mackey and those who had faithfully labored with him through those years of growth and development had laid a solid groundwork upon which his successors could build.

Legacy of A. B. Mackey

DR. MACKEY LEFT AN INSTITUTION OF WHICH HE COULD JUSTLY BE proud. He had taken the bare bones of a nearly bankrupt school and moved that school into the modern age. The campus had been expanded from the original seven-and-a-half acres to more than fifty. Six major campus buildings had been erected with a relatively small indebtedness incurred. The last of these was a new library, completed in 1962, and named the Mackey Library in honor of the president. In 1958-1960, in response to demands of the accrediting agency in Atlanta to increase endowment revenue, Dr. Mackey had erected three industrial service buildings at the campus entrance. Additionally, a spacious new president's home was completed in 1959, and a new residence hall for 100 women, named Johnson Hall,

was being readied for occupancy at the time of Dr. Mackey's retirement. A sound four-year liberal arts college, poised on the threshold of regional accreditation, was his legacy and a very impressive one at that.

William M. Greathouse Years and the Drive to Accreditation

ON APRIL 24, 1963, THE BOARD OF TRUSTEES ELECTED WILLIAM M. Greathouse the seventh president of Trevecca. Few people could have been better qualified to succeed A. B. Mackey as leader of Trevecca Nazarene College. Dr. Greathouse had earned a master's degree in theology from Vanderbilt University and had done subsequent graduate work there. He had begun teaching theology at the College while serving a nearby pastorate and in 1955 became dean of the theology department. He continued to teach after taking the pastorate of Nashville First Church of the Nazarene in 1958 and was serving there at the time of his election to the presidency of the College.

William Greathouse's academic background and his pastoral and denominational exposure had prepared him well for this particular juncture in Trevecca's history. He immediately presented a plan for moving ahead, a plan which included a vigorous campaign for student recruitment and a new Office of Development and Public Relations. Projecting a positive image of Trevecca on the educational zone was obviously a priority. William Anderson was selected to direct this new office.

Disappointment came in October 1963 when the Southern Association evaluation was received. The report, the most comprehensive that had yet been provided by that body, stated that, in spite of heroic efforts to answer the various questions and remedy the shortcomings which had been outlined by previous visiting groups from SACS, the goal had not been reached. A long list of areas needing correction was followed by the committee's conclusion that "... [s]uch an undertaking cannot be approached in a piecemeal fashion because all features of an institution must be coordinated and in

harmony.” Perhaps for the first time, the administration had in hand a detailed menu that could serve as the blueprint for the work necessary to finally achieve accreditation.

At the January 1964 meeting of the Board of Trustees, President Greathouse outlined the program for his administration. The administrative structure would be reorganized and enlarged. The goals and objectives of the College would be studied and reformulated. The academic structure would be evaluated, and a curriculum study initiated in order to strengthen all disciplinary areas, particularly religion and the liberal arts. To help with all these changes, a qualified consultant who could provide recommendations for all these areas would be employed.

Dean of the College Charles L. Childers, who had succeeded Homer Adams in 1964, organized the faculty for an examination of the total academic program and the overall quality of the faculty. Dr. Paul Gresham, then serving as academic dean at Pasadena College, was granted a leave of absence and came to Nashville to pilot the self-study committee. Accreditation was the goal of all these efforts. It had become clear that recognition by the regional agency was no longer a luxury. That recognition was the “badge of academic legitimacy.” Without such recognition and legitimacy, Trevecca would be denied the students and the funding necessary to survive in the late-twentieth-century academic environment.

The result of all this work was a massive self-study report, which was presented to the Board at its April 1965 meeting, and copies were sent to the Southern Association as an interim progress report. It became the basis for the next official application for accreditation, submitted in late 1966. In preparation for the impending visit of the evaluation committee, the College invited Willis Snowbarger, then general secretary of the Nazarene Department of Education, to come to the campus for a two-day visit for a “dry-run” of the committee evaluation. As a result of that visit, Dr. Snowbarger issued a long list of suggestions concerning conditions that needed to be corrected before the committee’s visit.

In April 1968 the SACS committee arrived as scheduled and spent three days examining the operations of the College. In the meantime, Dr. Childers had resigned as dean, and Stanton Parry had

assumed that responsibility just in time for the team's visit. All seemed to go smoothly, and when the SACS team left on April 12, there was every reason to believe that the elusive goal had finally been reached. The preliminary report they left behind was generally positive; however, the final vote by the Association's board would not be taken until late fall.

Another change in Trevecca's leadership took place, however, before the final decision on accreditation was received. In June 1968 the Board of Trustees of the Nazarene Theological Seminary elected William Greathouse to the presidency of that institution, and so another era in the history of the College ended, and the search for a successor began.

Accomplishments of the Greathouse Years

THE GAINS MADE IN ALL AREAS OF COLLEGE LIFE BY THE Greathouse administration were impressive. There were twenty-nine full-time teaching faculty, nine of whom held the earned doctorate. Several were writing their dissertations or were at various other stages in doctoral programs. In 1966 three major residence halls were built: Wise Hall for men and Tennessee and Georgia Halls for women. Plans for a new science classroom building were completed, and a capital campaign to fund construction was organized. This building was later named for President Greathouse. The plans had been drawn for a new physical education center, eventually completed in 1969. The Administration Building had been renovated and expanded in 1966, and a second floor had been added to the Bud Robinson Cafeteria; this addition later served as additional dormitory space. A handsome new entranceway onto Alumni Drive from Murfreesboro Road was also completed.

Significant advances were made in the academic area as well. In 1964 a group of interested business people, led by Nazarene businessman Lloyd Griffin, organized the "99'ers" Club, with the intent of supporting the organization of a Department of Business Administration and helping provide financial aid to prospective students. Contributions of \$99.00 constituted the membership dues.

This effort was so successful that a department was quickly organized, and in 1966 the first full-time instructor, Stanton Parry, later to be named dean of the College, was employed. The club provided funds for his salary and for scholarships for deserving students and for equipment and supplies for the new department. The club soon accomplished the same thing for the home economics department when it was organized, and later helped to establish the T-Club, which has in turn provided substantial support for the athletic program.

As dean, Dr. Parry inaugurated a restructuring of the academic administration, dismantling the division hierarchy in favor of departments, which were then consolidated into the ten major disciplinary units. A new Scholastic Enrichment Program was begun in 1968 to provide academic help to the growing number of students who were arriving on campus with less-than-adequate skills and preparation for college work. The largest operating budget in the school's history was adopted. The Board authorized the initiation of intercollegiate sports, and a men's basketball team was scheduled to begin play in the 1968-1969 school year. For the first time in Trevecca's history, more than one hundred graduates received diplomas in 1968—121 to be precise—and the largest ever student enrollment was anticipated in the coming fall. In fact, enrollment had doubled in the previous decade. Another first on campus had occurred in 1964, when Winston Best of Barbados registered as Trevecca's first black student. Then in 1966 a campus radio station was begun; the station grew to become a major influence for the College in the Middle Tennessee community.

In 1966 G. Lewis Pennington, director of the Division of Teacher Education, initiated a program that became one of the outstanding success stories in the College's history of service. That summer he offered the first workshop for professional teachers in Tennessee who needed to upgrade their certifications. This program has enrolled thousands of teachers in hundreds of workshops over the succeeding years and has earned the recognition and praise of educational organizations across the country, as well as many expressions of gratitude from participating teachers.

A new President's Advisory Board, made up of community

business leaders who could lend expertise and support to the programs of the College, was also formed during this period. The Alumni Association was regenerated, and in 1967 the "Alum-News" publication, originally begun in 1948 but briefly suspended because of budgeting concerns, was revived. Alumni President Howard T. Wall had designed the College's new seal, bearing the new school motto "*Esse Quam Videri*" (To Be Rather Than to Seem), which replaced the time-honored "The Sun Never Sets on Trevecca Students." Certainly Dr. Greathouse could be proud of his legacy at Trevecca.

CHAPTER TWO

The Moore Years: Accreditation and Expansion

Accreditation at Last

THE MAN CHOSEN TO FOLLOW WILLIAM GREATHOUSE IN THE presidency was Mark R. Moore, superintendent of the Chicago Central District Church of the Nazarene. Moore had a long history of administrative experience, having served on the General Board, the World Mission Board, and the General Church Finance Committee. He had led a dynamic district organization for the preceding twenty years. His new task would call upon all these talents.

One of the challenges the new president faced was the status of the application for accreditation by the Southern Association. The visiting team's report in April 1968 had been positive, but the official decision was not made until the annual meeting in December when the verdict was announced: Trevecca's application had been rejected once again. Much of the blame was again, as in previous years, placed on the College's financial resources.

The lack of endowment, low faculty salaries, and the poor condition of some of the major buildings all added up to insufficient

financial support. This perennial problem had been made worse by the 1964 General Assembly when this body established two new junior colleges and rearranged the educational zones of the existing colleges in order to provide financial support for these new institutions. The result of that shuffle for Trevecca was the loss of the Virginia, West Virginia, and East Kentucky Districts, and support from these districts was fully phased out in 1968. The loss of that revenue and the students from those districts was a heavy blow. Indeed, many believed that the revenue loss probably helped to postpone the granting of regional accreditation for several more years.

President Moore immediately put the school into an economic retrenchment mode. Several small departments were eliminated, and others were cut back in personnel strength. The loss of one hundred students, attributed to the failure to gain accreditation, had also necessitated some drastic cutbacks. A balanced budget had to be constructed, and new methods of controlling expenditures put into place. Ramon Richards had recently joined the administration as business manager, and he began to trim drastically every area of financial operations.

In October 1969 President Moore took Dean Parry and Mr. Richards with him to meet with the SACS committee to answer their questions. When the three men returned to Nashville, they all believed that the committee had been favorably impressed with the efforts of the College to meet the criticisms and recommendations of the previous year. A spirit of guarded optimism best described their attitude.

That optimism was justified. At the annual December meeting of the Association, held in Dallas, the announcement was made that Trevecca had been granted accreditation for an initial four-year term, at the end of which the College would be reevaluated for a ten-year extension. Dr. Moore immediately telephoned the good news back to the waiting campus, and a celebration erupted and quickly spread across the Southeastern Educational Zone, the nation, and literally around the world, as alumni serving in foreign countries heard the news and rejoiced. The efforts of many people over many years had finally come to fruition, and the hand of God was clearly seen in the events of those days. The route to accreditation had been a long road.

The benefits of the new status were felt immediately. Many students who had left the previous year returned to Trevecca, and the overall enrollment increased. Education graduates of 1969 were accorded the status of an accredited diploma retroactively, and so their chances of getting a teaching position, particularly outside Tennessee, and the opportunities of all the graduates for admission to graduate schools were immediately enhanced. Funds, which had dried up during the past months and years, became available again.

In the spring of 1971 the Trevecca faculty and administration began organizing for the follow-up self-study that would lay the groundwork for reevaluation by the Association in 1973. Long-range planning was emphasized, and a thorough study of College objectives was begun. A shift away from the emphasis on liberal arts began to emerge, and a stronger focus on career preparation took its place. Professional and pre-professional programs took on new prominence, not to replace, but to build upon the foundations of the humanities and the liberal arts. The newly formulated Statement of Purpose, as articulated in the self-study, reflected this new focus:

The fundamental purpose of Trevecca Nazarene College is to meet the need for quality education in the liberal arts, including selected professional and pre-professional programs at the college level for students who seek preparation for a full life of service to mankind nourished in the atmosphere of Christian commitment (1972-1973 *Catalog* 4)

The report produced by the Self-Study Committee was presented to the Southern Association in January 1973, and Trevecca was granted full association membership for the regular ten-year term.

New Academic Dean Chosen

DEAN STANTON PARRY, WHO HAD STEERED THE FACULTY THROUGH the final self-study task, moved to Mount Vernon Nazarene College in the spring of 1974 to become the academic vice president there, and William J. Strickland was selected to replace him. A graduate of Trevecca, Nazarene Theological Seminary, and Vanderbilt University,

Dr. Strickland had already distinguished himself as a very able classroom teacher and as the chair of the Department of Religion from 1970 to the time of his appointment. He provided leadership to the academic life of the College for the next seventeen years.

Achievements of Mark Moore's First Eight Years

THE ATTAINMENT OF REGIONAL ACCREDITATION WAS SUCH A watershed in the history of Trevecca, and it represented the culmination of so many years of work by so many faithful supporters of the College, that it tends to overshadow other events and achievements of President Mark Moore's administration. The celebration of the 75th Anniversary was certainly one of those memorable events, and Mildred Wynkoop's *The Trevecca Story*, written as a part of that celebration, successfully highlighted the accomplishments of Moore's first eight years as president. Only a brief summary of those years will be provided here, adding only information that was not available for that publication.

The first eight years of the Moore presidency were busy ones. Two major academic buildings were added to the campus—the Greathouse Science Building and the Moore Physical Education Center, both completed in 1969. Four residence halls, Benson Hall for men and the Redford, Bush, and Shingler apartment complexes for married students, were added between 1971 and 1974. Tidwell Hall was retired from men's housing and refurbished in 1974 into a beautiful facility for housing faculty offices. In 1976 the Trevecca Health Care Center, a \$4-million, 240-bed complex, was built on the edge of the campus by a consortium of health care developers and friends of the College, and it became a valuable aid in the training of Trevecca students for the health care professions. Enrollments had been rising every year, and the fall of 1976 saw a record number of 828 students on campus, plus an additional 180 enrolled in the several off-campus programs. Graduating classes in June had also set a new record of 142. In the fall the first class in the new Physician Assistant

Program entered to begin the only program of its type in the state and the only one in the country offered by a Nazarene college.

Student concerns during those years sometimes reflected issues of real import, sometimes of more fleeting significance. Changes in the dress code always raised dust, and hair length was a crucial element of interest. Action that was taken by the administration in 1972 in response to changes in the culture—permitting women to wear slacks to class—was viewed by at least one male student as gender discrimination since it singled out the fairer sex. Complaints about the food service and telephone service appear frequently in the records, and the College addressed the issues with varying levels of success. One recurring request, however, reflects the students' depth of perception and eventually found its response in 1978 in the establishment of the permanent office of College chaplain.

Continuing Quest for Financial Support

FINANCIAL RESOURCES, OR THE SHORTAGE THEREOF, CONTINUED to absorb the energies of President Moore and his administration. Pressure from the Southern Association for increased financial stability and the ever-present demands of operations produced a variety of programs and drives to increase the level of budget payments from the churches of the zone. In 1972 the districts were asked to adopt a 2% debt-reduction plan in order to channel extra budget payments into the elimination of the school's floating debt, which totaled \$750,000 by the fall of 1974, but the plan met with less-than-desired results. A year later only two of the districts had adopted the program. Richard Felix, who assumed the task of director of development in the fall of 1974, soon reported that Trevecca still ranked last among sister Nazarene colleges in per capita giving, in spite of boasting the second largest membership constituency in the movement. A potentially major blow to the school's financial resources, a lawsuit by the Tennessee chapter of Americans United for the Separation of Church and State, was averted by the judicial decision in favor of Trevecca. This decision made it possible for Trevecca students to

continue to receive state tuition aid, even though they attended a private, church-related college.

In September 1975 Director Felix announced a major development drive, with a five-year goal of \$5.8 million. The money would be distributed to endowment (\$1.3 million), capital improvements (\$1.84 million), and the remainder to operations (\$2.66 million). The capital funds would be spent to renovate the Bud Robinson cafeteria/dormitory building and McKay women's dormitory and to install air conditioning for all the buildings still without that convenience. If the campaign had been successful, by 1980 the only campus debt remaining would have been the 3% federal loans on the buildings that had used federal funds, the most recent being the science building and the physical education center. In the spring of 1975, the L.I.F.T. program (Laymen Involved For Trevecca) was initiated to raise \$160,000 for two purposes: \$60,000 for the completion of Benson Hall and \$100,000 for operating expenses. The goal was to recruit 160 laymen to give or raise \$1000 each within a year, and those who produced that amount would receive a 75th Anniversary medallion during the 1976 celebration. The program achieved moderate success and was subsequently terminated when the I CARE campaign was launched in 1976.

In February 1976 a new Matching Gifts Program was announced. This national program allowed employees of cooperating corporations to make gifts directly to the College that would be matched by the employer—sometimes with as much as three times the amount. That program continues till the present, having produced almost seven million dollars by the time of this writing. Additionally, a deferred-giving program was being developed that would use the services of volunteers as well as College personnel to encourage people to include Trevecca in their wills. In the first year of this effort, 102 wills were written free of charge, designating more than \$250,000 to Trevecca as their legatee (Board Minutes, March 1976, 98). This program continues to operate with substantial benefits to the University.

Inflation and soaring utility costs resulting from the energy crisis of the middle 1970s seemed to frustrate again all efforts to improve the financial situation of the school. Heating and electric bills for the

campus rose dramatically in 1973-1974, from \$4,200 per month to \$10,600 per month. Tuition costs were raised every year in relatively small increments, and the price of a year's attendance at Trevecca was usually reported to be near the median of other Nazarene colleges, but that ranking was probably seen as cold comfort by the average student. After several years of negotiations, the Board had approved a campus-based credit union in the spring of 1976, intended, at least in part, to be a source of tuition loans for students, but it never processed a significant amount of funds.

75th Anniversary Celebration

THE CELEBRATION OF THE SCHOOL'S 75TH ANNIVERSARY IN THE spring of 1976 enabled the Trevecca community to forget some of the problems for a time. At that celebration Trevecca alumni and friends rejoiced in the goodness of God who had brought the College through the years to produce more than 6,000 alumni scattered around the world, engaged in a full variety of occupations and professions, primarily in service. The kickoff affair was the 75th Anniversary Birthday Party, held on November 7, 1975, in conjunction with the Homecoming activities. Six hundred students, faculty, administrators, alumni, and friends enjoyed a banquet and entertainment in the gym. They heard Senator Bill Brock make comments and "Uncle Pek" Gunn read a poem he had written especially for the occasion. Dessert was a mammoth cake, a replica of McClurkan Hall, topped by seventy-five blazing candles, the product of the baking skills of Rosemary Pennington, wife of G. L. Pennington. It was truly a night to remember.

To help commemorate the occasion, the Trevecca Women's Club presented to the music department a \$1,500 set of Schulmerich hand bells, purchased with the profits from the sale of their 75th Anniversary Cookbook. The Fine Arts Building was also officially named in honor of A. C. Wakefield, the noted song evangelist. The Tennessee District presented the school with a new bell tower to replace the aging original, which had stood on the hill next to the Administration Building. Two historic bells were added to the old

campus bell, and the trio was suspended from this tower, thus completing the gift (*Treveccan*, spring 1976).

As it happened, the school's 75th Anniversary celebration coincided with the nation's bicentennial, and many of the activities of the spring emphasized the parallels between the blessings of God on the nation and on the College. General Superintendent Charles Strickland, an alumnus, delivered the baccalaureate address entitled "Our Heritage." He told the Class of 1976, "You are graduating from Trevecca at a rather historic time both in the history of the institution and the nation—Trevecca on the 75th year and the nation on the 200th. It is therefore fitting for us to look at and examine our heritage in three areas: as described, as challenged, and as projected." He then gave a brief history of the College, a look at the challenges posed to Christian higher education by the contemporary secular society, and a glimpse into what is possible in a future world for those prepared to make their mark for God and His church. President Moore delivered the graduation address the next day and then presented the 1,000th diploma since he had become president. Honorary doctorates were also awarded to seven individuals, one for each decade of Trevecca's existence, completing the program outlined by the Board of Trustees in 1973 that stipulated the granting of a total of twelve such degrees in commemoration of the school's coming 75th Anniversary (Wynkoop 283).

Among the flood of letters received from alumni and friends during this time of celebration was one, perhaps a representative one, from Isa Crouse, a 1914 graduate. Miss Crouse, who at the age of ninety-five was living in High Point, North Carolina, was still a Trevecca booster in spite of her dimming eyesight and failing health. She enclosed her check for \$25, to be given to "some worthy student." She said she had "worked and prayed my way through [school] . . . I was also the recipient of some benevolence . . . I shall always love Trevecca and rejoice in its programs." With alumni like Miss Crouse, how can the school fail to move ahead?

I CARE Campaign and the Continuing Financial Challenge

THE FESTIVITIES OF THE SPRING OF 1976 WERE SCARCELY PAST when Dr. Moore, now reelected to his third term, found the College facing a new financial crisis. In spite of the record student enrollment for the fall term—790 on campus plus 508 off campus—church budget payments were not keeping pace, and the result was a serious cash-flow shortage. A new controller had come during the summer in the person of Gene Davidson, an Olivet graduate who brought fifteen years of experience in business and finance. His first financial report to the Board in November announced two major problems: unpaid student accounts had reached a new high of \$493,000, and church budget receipts were standing at only 80% of allocations. In response to this situation, Davidson announced a series of deep cuts in the projected operating budget for the remainder of the school year, including nonreplacement of personnel who left their positions and drastic reductions in some noninstructional expenditures. An emergency fund-raising program, presented by the president and adopted by the Board, was designated the I CARE Campaign, with a goal of \$350,000. The plan called for each church on the zone to be visited by a College representative by June 1, 1977, and for requesting churches to take a special offering to alleviate the school's cash shortage.

The call went out for I CARE volunteers, and the response was gratifying; eighty-five individuals responded. Beginning on January 9 and continuing for the next thirteen Sundays, faculty, administrators, students, members of the Trevecca Women's Club, and friends of the College traveled across the zone in car pools and chartered buses to speak in the churches. Tired volunteers carried back many heart-warming stories on Monday mornings, and the positive results in goodwill may have exceeded the financial returns, although the campaign would have to be considered successful. By the following September, 90% of the churches had been visited, \$256,000 had been received, and another \$95,000 in pledges was being paid off over time. Of those amounts, Trevecca's faculty had contributed \$25,000,

the students another \$11,000, and the Board of Trustees had paid or pledged another \$25,000.

As would be expected, the larger churches shouldered the greater portion of the burden, but many of the smaller congregations responded with sacrificial offerings for their school. Perhaps one account of an I CARE visit represents the warmth and generosity with which the volunteers were greeted. I was scheduled to visit, as my last assignment of the campaign, the Chattanooga, Tennessee, Alton Park Church, a small African-American congregation, on a Sunday evening. The congregation was small, and obviously few of the members had attended or would be able to attend Trevecca; however, at the close of the service, the offering was larger than that received at some of the larger, more affluent churches I had visited. The pastor told me that the teen group had discussed my appeal and the need of the College, and they had voted to contribute the entire balance in their treasury, funds that had been collected over the past months through several fund-raising activities (candy sales, car washes) in anticipation of their annual summer trip. At least one volunteer drove back to the campus that evening freshly humbled and with a deep appreciation for the loyalty of those young people toward their College, which many of them would never be able to attend.

The immediate result of the I CARE effort was, of course, the easing of the financial crunch, such that, for the first time since 1968, the College did not have to borrow money to tide it over during the summer of 1977. The regular avenues of support were being pursued as well, and the Development Office reported that the 1976-1977 fiscal year was the best ever, with more than \$1 million received from all sources. A new collection system for overdue student accounts was inaugurated, collecting \$7000 during the first seven weeks and bringing net receivables down for the first time in nine years (Board Minutes, March 1978, 337-8). The Office of Church Relations, with the help of traveling student music groups, worked especially hard to cover the educational zone. The Encounters, the popular group of ten singers and instrumentalists formed in the late 1960s, was reorganized in early 1974 as Encounters II under the direction of Jim Van Hook and traveled extensively for the College the following fall. A new group named Direction (later expanded and renamed New

Direction) was organized in the spring of 1976 and gave 200 concerts on its first summer tour. These groups traveled across the zone on most weekends, as did the Trevedores, the traditional men's quartet. Harold Latham resigned as director of church relations at the end of the summer of 1977, after seven years of very effective service, and the search began for his replacement. Also that fall Claude Diehl returned from the Nashville business community to become the assistant vice president for financial development.

During the late 1970s several programs were begun in order to broaden the base of giving across the zone, both by individuals and through the churches. The Parents for Trevecca Program was begun in 1976 to encourage gifts from the parents of students in attendance. In the spring of 1978 the Trevecca Fellows organization was launched. Members of this group raised funds by recruiting persons who would give or raise \$1000 over a two-year period. Participants were honored at an awards dinner and were invited to march as honored guests in the commencement ceremony (Board Minutes, Jan. 1978, 320). In the fall of 1978 pastors on the zone were told that 90% payment of their educational budget would double the pastors' scholarships granted to their students and that 100% payment would triple the amount of the scholarship.

Significant Gifts

THE MOST ENCOURAGING NEWS ON THE FINANCIAL SCENE CAME IN the form of several sizable individual gifts. In May 1977 Don Jernigan gave the College five ownership shares in his Trevecca Health Care Center, each worth more than \$25,000. This gift constituted his fifth one in excess of \$100,000 within the past decade. Later that same year President Moore announced that Robert G. Benson, the son of John T., Sr., and the brother of John T. Benson Jr., had made a gift of \$75,000, with \$25,000 more promised, as a memorial to his mother, the late Eva Green Benson. John T. Benson Jr. quickly followed with his own gift of \$20,000, also as a memorial to their mother. Within a few weeks two more substantial gifts were received: one, the result of a will settlement; the other, an annuity.

H. O. Balls, a long-time friend of the school, had died, and his will included a \$48,000 gift for Trevecca. Thomas J. O'Kane, a prominent Nashville businessman, had for years employed Trevecca students in his businesses. One of those students was Kenny Walker, who with his wife later spent many years as a missionary in Africa. Mr. O'Kane had been so impressed by the honesty and industry of the Trevecca students that he decided to give \$100,000 to the College in the form of an annuity.

Plans for New Chapel

THESE GIFTS WERE ALL PUT ASIDE TO BEGIN A BUILDING FUND FOR a much-needed new chapel, with the plan of naming it for Eva Green Benson. In the fall of 1978 the Kresge Foundation awarded Trevecca a challenge grant of \$100,000 for the construction of a new chapel building, so the prospects for such a project looked good. The Board had debated as far back as 1972 whether the next campus building should be a new chapel or a student life center which would house a cafeteria and student government offices. In fact, a property exchange had been worked out with the College Hill Church during the previous summer. This agreement enabled the congregation to build a new sanctuary on the north end of the campus, overlooking Murfreesboro Road, with the idea that the College could use the new church facility for chapel services. This plan made the student life building the logical choice for the new addition. In the meantime, the student body made a special appeal to the Board of Trustees for a new worship center, and in its fall 1978 meeting the Board voted to proceed with plans for a new chapel building. Events of the coming winter, however, forced the postponement of any building plans for many years to come.

Enrollment Problems

THE BRIGHT SPOTS IN THE REVENUE FIGURES FOR THE LATE 1970S were clouded by a declining enrollment picture that proved difficult to explain or to reverse. The student body of 856 in the 1975-1976

year had declined to 801 in the year following and then to 790 in the fall of 1978. Maylou Cook was employed on a half-time basis in the fall of 1978 to serve as director of retention and was given the task of looking for ways to lower the student attrition rate. She initiated an "early alert" system whereby students in academic difficulty could be identified and helped before they dropped out. The increasing availability of inexpensive public junior colleges across the zone and the steadily increasing tuition rates at Trevecca proved more difficult to deal with.

Board of Trustees Developments

THE MEMBERS OF THE BOARD WERE FACING CHALLENGES OF THEIR own during the late 1970s. In October 1977 the presidents of eleven Nazarene colleges met on Trevecca's campus for their annual gathering under the leadership of Edward Mann, formerly president of Eastern Nazarene College and then serving as executive secretary of the denomination's Department of Education. The topics for discussion included the feasibility of changing the Nazarene Bible College to a four-year institution and the question of intercollegiate football programs in Nazarene colleges (a proposal which still has not been adopted at Trevecca). Dr. Mann also met with the Trevecca Board of Trustees, which was on campus at the same time, and discussed some of the school's financial challenges. At this fall meeting the Board made two important decisions. In response to a suggestion from the Southern Association, the Board voted to have two meetings each academic year, in October and March, and it established a new Academic Affairs Committee of the Board to serve as a liaison between the Board members and faculty/student communities on campus.

Advent of Title III Programs

ANOTHER BRIGHT SPOT OF THE FALL 1977 BOARD MEETING WAS the announcement that Trevecca had received a federal enabling grant of \$125,000 under Title III of the Higher Education Act of 1965. As

a member of the Council for the Advancement of Small Colleges, Trevecca had been one of fifty schools selected in 1974 to participate in a program of faculty development sponsored by that association, and the grant was provided to expand that program into five areas of college operation: 1) planning, research, and evaluation; 2) program evaluation; 3) enrollment and retention; 4) college personnel development; and 5) fiscal resources management and development. A wide variety of activities was instituted under that project, and the grant was renewed three years later. The long-term results have issued in such benefits as the campus Career Planning and Placement Center, the Retention Office, the Institutional Research Office, the Developmental Skills Program, the Faculty Development Program, a revised general education curriculum, and the organization of the Conference of Academic Department Chairmen. Bob Brower, a Trevecca alumnus who had returned in 1974 to teach in the communications department, was assigned to coordinate the Title III programs and served at that task until 1979, when he left to teach at MidAmerica Nazarene College. Richard Egnor was then asked to assume responsibility for the program. Egnor, another alumnus, had spent several years working in the newly developing world of computers, and he brought that expertise back to Trevecca and to the management of the Title III programs. When the federal funding was terminated in 1983, he moved into the registrar's position, vacated by the retirement of E. Drell Allen, and served there until 1987.

One valuable program made possible by the Title III money was the new Career Counseling and Placement Center which opened in the fall of 1978 under the leadership of John Stark and Fred Huff, both Trevecca graduates. This center continues to offer students valuable assistance in exploring career options and preparing for entry into the job market.

New Mission Statement

THE BOARD ACTED IMMEDIATELY THAT FALL OF 1977 TO UTILIZE A portion of the Title III funds to respond to a suggestion from the

Southern Association that a system of long-term planning be put into place. Soon after his coming in 1968 President Moore had established a Planning Commission, which had focused its efforts primarily on the goal of accreditation. Once that objective was achieved, members had worked mostly on the upgrading of physical facilities. The Planning Commission was replaced by a new Institutional Planning Committee, made up of Board members, faculty, administrators, and students, and charged with the task of looking to the future and coordinating the long-range-planning function for the entire campus community.

By January 1978 this group had already received from the Curriculum Study Committee a proposed new Mission Statement for the College and a Statement of Goals, both of which were modified and then submitted to the full Board for consideration and approval. These statements were intended to further specify the objectives of the College, which had previously been spelled out in only a rather brief Statement of Purpose. Both were to define the purposes of the College, with only minor modifications, for the next fifteen years. The Mission Statement read as follows:

Trevecca Nazarene College exists to provide an educational opportunity for all who desire post-secondary education in the tradition of the Liberal Arts within a Christian context. The Liberal Arts tradition is perceived to involve total personal development and life preparation including career and professional education. The Christian context is interpreted in the Wesleyan tradition as emphasizing Christian love as the norm of all human relations. The community attempts to foster a climate where development and integration of these areas can occur through a Christian perspective on faith and living. This mission is guided by the educational philosophy, doctrinal convictions, ethical commitments, and social sensitivity of the Church of the Nazarene as the sponsoring denomination. (1978-1979 *Catalog* 9)

The rationale for this statement was to present more succinctly the purposes of the College and to place the methods of reaching them in a separate list of goals. The emphasis on career and professional preparation is a bit stronger but still within the framework of the traditional liberal arts core curriculum, and the close relationship

with the Wesleyan theological position and the organic connection with the Church of the Nazarene are clearly stated.

The Statement of Goals, on the other hand, is couched in terms of the student and lists the characteristics of the ideal graduate: a student who

Has confronted himself or herself on an individual basis and is aware of his or her own values and commitments which, hopefully, will include a personal encounter with Jesus Christ and the discovery of the perspective which life in Christ can give to all learning, vocation, and life itself;

Is a lifelong learner who has acquired the reflective thinking skills necessary for actively seeking and using knowledge;

Understands the artistic and aesthetic dimensions of culture;

Demonstrates sensitivity to the values and needs of others by confronting contemporary social-moral issues and becoming involved in their solutions;

Comprehends the relationship of human life to the physical and social environment;

Has developed an effective style of communication;

Demonstrates physical skills and vigor in recreational activities;

Has developed through experiences with the world of work an ability to fill a productive role in society;

Demonstrates a proficiency in at least one academic discipline;

Comprehends the Christian heritage and its relevance to the community, within a Wesleyan context. (1978-1979 *Catalog* 10)

An alumnus who evidences success in all these areas would be an ideal alumnus, indeed!

The following summer the committee undertook the task of reviewing and evaluating each program and project that was using College resources. Consequently, the group quickly became, and

continued to function for the next decade, as the coordinating arm of the Board for all planning activities on the campus.

As one facet of the total planning process, the Academic Council decided that each academic department would develop five-year and ten-year plans. The council also required each faculty member to submit an annual personal growth contract, which was then evaluated by the department chair and the academic dean at the end of the year. Each department and each department chair was evaluated every three years. The council also urged more alumni involvement in the planning process for College programs.

New General Education Curriculum: The Dunning Daisy

ONE MAJOR EMPHASIS INCLUDED UNDER THE TITLE III FUNDING for Basic Institutional Development was program evaluation, and to accomplish a part of that goal, Dean Strickland in June 1977 appointed a General Education Review Committee, utilizing members from every major academic unit on campus. This new committee was charged with the task of evaluating the effectiveness of the existing general curriculum and making recommendations for any changes needed.

To give further impetus to that effort, the National Endowment for the Humanities announced a grant to hire a consultant to help guide the process. The academic dean from Gustavus Adolphus College in Minnesota served in that capacity and rendered invaluable assistance to the process.

The committee began its task with attendance at a workshop sponsored by the Council for the Advancement of Small Colleges (CASC), at which the topic was the evaluation and revision of general education curricula. Over the next year, the committee met for many hours and deliberated what knowledge and skills should be the common property of every graduate of Trevecca Nazarene College, regardless of his or her major field of study. The core curriculum in place had been last revised in 1971, so the need for rethinking and revising was obvious.

The formulation of a body of curriculum material that will prepare a student for life is a complex task. First, an institution of higher learning has to decide whether or not to require such a set of courses. Some have opted to allow their students to take only those courses that students think will help them toward their career goals; thus the only required courses would be those necessary for the major fields of study. Trevecca's faculty, because of their commitment to the liberal arts framework of education, had made the decision to require all students to involve themselves in a core of common learning. Having made that decision, the committee then faced the question of whether to require specific courses or to permit students to choose courses from clusters of disciplinary offerings, such as humanities, social sciences, behavioral sciences, and so forth. With this latter plan the only specific requirement would be the total number of hours. Here the committee had to wrestle with the question "Are there specific learnings and facts that every student should know in order to be considered 'educated'?" It was here that the committee had to deal with its first major philosophical dispute.

The following account of an incident that took place in one of the committee meetings illustrates how the different views of committee members affected committee deliberations. As part of the committee, I had determined in my own mind that there were certain pieces of historical information that any college graduate must learn, or at least be exposed to. I voiced that view in a meeting. Ann Fuqua, representing the science department, asked, "Like what?" "Well, like who Metternich was," I replied. A moment of silence followed. Then Dr. Fuqua said, "I hold a doctorate, have years of teaching experience, and consider myself fairly well educated, and I have no idea who Metternich was. Can he be that important?" I was then left to consider how little science I remembered from college, even though I considered myself equally well educated.

The result of conversations like this was that the committee agreed to compromise, requiring certain courses of every student and leaving other areas of knowledge and skills to be acquired within a range of options. Committee members thought that one cluster of courses which should be required were those dealing with religious and biblical studies, since the core of knowledge is the knowledge of

God, as revealed in His creation and in His Son. Similar groupings in areas such as science, humanities, and language skills were included.

The curriculum structure that was finally proposed to the Academic Council consisted of sixty-eight credit hours distributed over a wide variety of academic departments. Although each course stood as an independent academic offering, all courses were bound together by a central set of Christian values. The final plan, dubbed the "Dunning Daisy" by the committee, was proposed by Ray Dunning, the committee member representing the Department of Religion and Philosophy. Dr. Dunning had likened the structure of his proposal to the petals of a flower containing the academic categories and surrounding the center of basic skills and understandings; all parts were bound together by the integrating disciplines of philosophy and religion. Count on a philosopher to come up with that plan. The design made good sense and made the new concept easy to understand, and so it was adopted and has remained, with few modifications, as the core curriculum that every student takes during his or her first two years at Trevecca. The objective was, and is, that every Trevecca graduate be a liberal arts graduate, no matter what his or her professional field of study is, and thus be equipped to make a life, rather than just a living.

One of the components of the new curriculum flower was a Basic Skills Program that was to be developed as a part of the new structure. Trevecca was experiencing a phenomenon shared by all institutions of higher learning during those years. More and more students were coming to college unprepared by their high school experiences to handle academic work on the college level. Lack of reading and writing skills and the inability to perform the basic mathematical operations were producing academic failure for these students before their college careers had hardly begun. The committee decided that those basic skills would have to be acquired at an acceptable level before the student would be admitted into the regular college classes. A program was developed to provide those skills in a systematic way through a series of remedial classes in reading and writing, math, and speech confidence, and in a Developmental Skills Laboratory which would be available to the students for assistance

and practice. The students who needed these classes would be identified through a series of competency tests administered before initial registration was completed, and they would have to complete those classes before entry could be gained into the regular English, communications, and math courses. Those remedial classes would not be counted toward credits for graduation. This plan obviously called for a set of new classes and instructors who were trained in teaching those skills and someone to organize and supervise the program. That person arrived on campus in the summer of 1978, and the program was put into operation that fall. Ron Gray had completed thirteen years of service at Canadian Nazarene College, the last four as president, and he came to head the new Developmental Skills Program and to teach mathematics. Dr. Gray proceeded to establish a very successful program which has enabled hundreds of students to overcome their lack of preparation for college-level work.

Conference of Academic Department Chairmen

ANOTHER SIGNIFICANT INNOVATION SPARKED BY THE FUNDS MADE available by the Title III grant was the Conference of Academic Department Chairmen, which became operative in the fall of 1978 and which has become one of the permanent and influential academic groups on campus. In the spring of 1978 Kirby Godsey, then serving as president of Mercer University in Macon, Georgia, had been invited to conduct a workshop with the chairmen of the ten academic departments. The purpose of the workshop was to explore the role of department chair and how it might be better harnessed to develop the academic program of the College. As a result of that workshop, the Conference was born, and Earl Vastbinder was chosen its first convener. The group met regularly to discuss common problems, to plan for future directions, and to serve as an advisory body for the academic dean and as a representative voice for the concerns of the academic departments. It has served well over the years, and it has developed into a second, expanded group known as the Academic Administrators Committee, which serves the same function for the larger constituency.

New Academic Programs

DR. EARL VASTBINDER JOINED THE FACULTY IN 1976 AS DIRECTOR and principal instructor of the newly designed Physician Assistant Program. He had completed the feasibility study and the preliminary work of setting up the curriculum while he was director of a similar program at the University of Kentucky. This new department opened that fall with the limit of ten students, seven of whom were preparing for full-time medical mission work, and it has grown to become one of the most successful programs on campus, having graduated more than four hundred PAs who now serve in the medical profession around the world.

In the fall of 1977 a new Medical Assistant Program was begun as a two-year sequence awarding an associate of arts degree to the graduate. The following fall, three additional A.A. programs were inaugurated, in religion, business administration, and general studies. The 1978-1979 year also witnessed the consolidation of two academic departments into larger entities. Due to dwindling numbers of English majors over recent years, the English department was merged into the Department of Communication Studies, and the English major was dropped. The foreign language requirement had only recently been dropped from the new general education core, also because of lack of enrollment. At the same time, for the same reasons, the mathematics department was merged into the new Department of Science and Mathematics. These actions made economic sense, but many students and faculty protested that English and foreign languages were especially necessary for a liberal arts college, and several years later both of these disciplines were restored to their previous status.

Another academic consolidation involved the disciplines of psychology and sociology, which were combined in 1978 to constitute the new Department of Behavioral Science, and James Caldwell was chosen to head that new unit.

A major step forward for the College was the granting of accreditation in 1976 to Trevecca's Department of Music by the National Association of Schools of Music. The self-study and application leading to this award had been begun two years earlier under the

leadership of department chair Barbara McClain, and Trevecca was the first Nazarene college to attain this status. This accreditation was a significant achievement by the entire department, and the benefits to students graduating from such an accredited program are considerable.

Trevecca's Teacher Education Program has always been one of its strongest academic areas, and the Nashville and mid-state school systems are full of Trevecca graduates who have distinguished themselves in the classroom and at all levels of school administration. Tom Rosebrough assumed the leadership of that program in 1977 and worked hard to develop an even more effective curriculum and faculty. The February 1978 *Treveccan* contains his report to the constituency on the innovations he and his faculty carried out. Dr. Rosebrough stated, "One cannot help being impressed by the fine reputation Trevecca has, not only for her teachers but also for her students in general. The Nashville community seems to think very highly of our people. Our teachers are known in Nashville and throughout the Southeastern Zone for their dedication, their responsibility, their willingness to do the extra amount of work that good teaching demands, and their sound academic preparation."

Several new elements of the teacher-training experience were evident in the program. The use of the new videotaping technology permitted the student teachers to watch themselves in teaching situations. Each student was taped presenting a lesson to his peers and also to a class of actual students, and then his classmates and the instructor critiqued his presentation. Such an experience can be unnerving to the student teacher but very helpful toward improving his or her performance.

A new component was also built into the student teaching experience itself to occur during that school term when education students teach real students in a real public school classroom. Under the new system students would spend blocks of time early in the quarter, back in the college classroom, discussing issues that were arising out of the public school classroom where they were spending their days. Instructional methods and classroom management issues were raised at the time when learning receptivity was at its peak because they had faced those problems that very day.

Evaluation procedures were being changed as well, and the older informal conference between the College supervisor and the cooperating teacher in the public school was improved by the introduction of a list of nineteen teaching characteristics which had been proven to enhance teaching effectiveness. In addition to these improvements in the program itself, the process of helping graduates of the program to find teaching positions was improved through closer cooperation with the new Career Planning and Placement Office. The student teacher now established very early a credentials file, which was supplemented regularly so that a complete set of papers could be presented to a prospective employer, papers that would describe the qualifications of the candidate in detail.

In the fall of 1978 a new minor in special education was inaugurated, designed to meet state certification requirements for teachers of educable mentally retarded students. In all of these actions, an already very effective program was made even better.

Another study begun that fall looked at the feasibility of pursuing accreditation for the program in social work, a program initiated by Jerry Hull in 1973. That pursuit continued, off and on, during the next decade and a half.

The resources available to students through the Mackey Library were multiplied many times over during 1978 by the installation of a SOLINET computer terminal, which enabled a Trevecca student to access and obtain for use any printed sources of information located in the libraries of every Tennessee college and university. Once located by computer, the materials could be requested by the student and quickly shipped to him or her on loan by the library where they were found.

In August 1978 the first of what has become a periodic meeting of Nazarene college faculties from across the nation took place on the campus of MidAmerica Nazarene College in Olathe, Kansas. This conference proved to be a significant step forward for Trevecca and all the other institutions involved. Some fifty-seven members of Trevecca's faculty met in plenary sessions and discipline interest groups and shared challenges and successes among their counterparts from the other colleges. The conference's theme of "Faith and Learning" initiated valuable discussions on goals and techniques for

integrating Christian faith and values into the teaching and learning experiences in Nazarene college classrooms. These meetings have become valuable opportunities for interaction among the persons in Nazarene institutions of higher education.

Reaching Out to Nontraditional Students

IN THE SUMMER OF 1976 A SMALL NUMBER OF COLLEGE CLASSES was begun in a commercial building some blocks away from the main campus. The students in these classes were older men and women from the community who, for a variety of reasons, had never been able to complete a college career and who found themselves working full-time jobs and unable to attend classes offered during the regular campus hours. Paul Cleckner, a 1961 alumnus, had returned to Trevecca in 1974 to teach communications and chair the newly organized department, after having completed his doctoral program at the University of Kansas. He began to investigate the potential for taking classes to community residents who were not considered regular student candidates. This plan meant tailoring the offerings and the class times to the needs of the students rather than to the convenience of the traditional college schedule. Classes were offered in the evenings and on Saturdays, using campus faculty, for the most part, to teach the sessions. Dr. Cleckner coordinated the program and served as the chief recruiter. It was not long before the numbers began to grow and larger quarters were necessary, and so a larger building was leased several blocks closer to the campus, and the program was moved. By the fall of 1976 enrollment included more than 180 students, and that September the College made it a degree-granting program, with a dean of extramural studies to direct operations. The program was named the East Campus, although it fairly quickly was expanded to include class sites in several of the prison and jail locations across the city, and it eventually served several branches of the state penitentiary system. Over the next three years, this remarkable idea grew so rapidly and became so profitable that it provided excess funds for the operation of the main campus, extra income for campus faculty who wanted to teach the extra hours, and

eventually, problems for the College as the operation developed a life of its own.

Another program grew out of this new sensitivity to the needs of adult, nontraditional students, and it became a part of the permanent extramural program, which grew much more slowly but has lasted much longer. In 1976 Lewis Pennington began to investigate the growing use of documented life experience as a valid basis for the granting of college credit. This kind of program permitted adults who had not completed college to gain college credit for learning gained through experience. It was believed that those experiences would help them to complete their college education and might provide the motivation for them to return and finish the requirements for graduation. By May 1977 Dr. Pennington, armed with a volume of documentary evidence, had persuaded the Academic Council of the validity of this type of credit, and they authorized the new LEEP credits, (Life Experience Education Program). A maximum of twenty-four credit hours could be applied as the final credits toward graduation, once they had been documented and approved by the College. This credit was available only to students who had passed their twenty-third birthday and who had not yet received their first baccalaureate degree. The first student to complete his Trevecca degree using those credits, after an absence of thirty-five years during which he served as a pastor and district superintendent in the Southeast, was none other than the chairman of the Board of Trustees, H. Harvey Hendershot.

In December 1976 the College had a unique opportunity for service to the denomination as the host for the 650 participants at the first Pastors' and Laymen's Conference (PALCON). Denominational leadership had conceived PALCON as an enrichment retreat and tapped Neil Wiseman, the College's chaplain and since 1971 a teacher and chairman of the religion department, to organize and lead the first gathering. His resignation to pursue that assignment was a loss to the campus community but a gain for the greater church family. These periodic conference/retreats, later supplemented by WILCON (Wives in Leadership Conference) for pastors' wives and SOLOCON for singles, have become popular institutions in the framework of the international church.

Moving toward Graduate Program in Education

ANOTHER MAJOR PROJECT THAT EVOLVED DURING THIS PERIOD WAS the study that eventually led to the establishment of the master's degree in education. Such a program had been discussed at various levels for several years, but resources were scarce, and it had not yet seemed to be a viable option. Soon after taking office as academic dean in 1974, Dr. Strickland began plans to attract faculty with education doctorates, with the plan to offer a master's program at some future date.

In the late 1960s George Peabody College for Teachers adjusted its entrance requirements for its master's level programs in education. This change coincided with a new emphasis on the part of the administration of the Metropolitan Nashville Public School System, encouraging their elementary school teachers to begin or continue course work leading to the master's degree. These two actions worked together to create an increased demand for graduate programs in education at the same time that the availability of these programs, particularly in the Nashville area, was reduced by Peabody's change in entrance requirements.

The University of Tennessee responded to that excess demand in 1970 (at its branch in downtown Nashville) by initiating course work leading to a master's degree in education and within five years had enrolled some 250 students in master's level programs. By 1979 more than 1200 graduate students were working through the program. Then in June 1979 the University of Tennessee was forced by federal court order to terminate its operation in Nashville. Opposition had arisen from the graduate school of education at Tennessee State University, traditionally an institution in Nashville for black students, because many public school teachers in the Nashville area were attending classes at the University of Tennessee branch, rather than pursuing their degree programs at Tennessee State. This situation provided the basis for the claim that duplicate higher education programs were being provided, based on racial discrimination. The removal of the University of Tennessee graduate program restored the

vacuum that originally had attracted that university to the Nashville market.

G. L. Pennington, the director of Trevecca's teacher-training program since 1959, had also taken notice of this demand in the area for a graduate education program, and he had observed the efforts of other institutions to meet it. In 1974 he began conversations with the University of Northern Colorado to open a satellite campus in Nashville, utilizing Trevecca facilities and library resources and using instructors from the Colorado campus only. Trevecca was not licensed by the state or approved by the Southern Association to offer graduate-level work, so there was no organic connection between the two schools. Dr. Pennington served as the local contact person, but Trevecca did not sponsor the program or derive any financial benefit from it, except in the form of usage fees for the facilities.

UNC classes began in the fall of 1975, and the response was immediate and positive. For the first two years, work was offered toward the master of arts degree in education with a concentration in curriculum and instruction. In 1977 an additional concentration in reading was added. The courses were offered in concentrated time blocks on Thursdays, Fridays, and Saturdays to make it possible for teachers to attend classes after their school hours. In the first three years of operation, this program graduated more than one hundred people with the master's degree (Board Minutes, June 1978-1979, 31).

Dr. Pennington, Dean Strickland, and others believed that Trevecca had the potential resources to offer the graduate program on its own, and so the graduate program study was begun. One of the first moves was to conduct a survey in the Middle Tennessee area, and the response was very positive, indicating that a significant number of teachers would be interested in pursuing a graduate degree if Trevecca were to offer classes. The College's reputation in the mid-state educational community had been strengthened over the years through the Summer Teacher Workshops Program conducted by Dr. Pennington since 1966, a program which was attracting about 500 teachers every summer. Of course, many of the teachers in the mid-state schools were Trevecca graduates, so they knew the quality of the preparation they would receive.

With the survey information in hand, in its summer 1977 meeting the Board's Executive Committee authorized a formal study, and Richard Felix was appointed director of graduate studies, heading a program which technically did not yet exist. In the preceding January, Dean Strickland had begun correspondence with the executive secretary of the Southern Association and in May had met personally with Don England of the Tennessee Department of Education concerning the requirements and regulations governing such programs. A list of seven program objectives was presented to the Board of Trustees at its spring meeting, outlining a forty-eight-credit-hour program leading to a master's degree in education, with a concentration in curriculum and instruction, or toward graduate hourly increments for those who did not desire a degree. These objectives included statements providing for input from teacher practitioners in the planning, the enrichment of the undergraduate teacher education program on campus, and the training of teacher-students to perform significant research activities. The course work was to be based on the accepted professional requirements as well as on the advice of the teaching practitioners.

A Graduate Council and a Graduate Advisory Board would both include teacher-educators from the community, and Dr. Rosebrough would fill a major role in the formulation of the program. Classes were to be offered primarily in the summer and would begin in June of 1979. Dr. Felix wrote a prospectus describing the program and sent it to the Southern Association in August 1978. They agreed to send an inspection team in the summer of 1980, one year after classes began. After having digested all that information, the Academic Affairs Committee of the Board recommended that the master's program be pursued as long as it broke even financially and that it be reevaluated on an annual basis. The master's program was not pursued for another four years, but the idea was not forgotten, and when it was revived in 1983, it became a major component of Trevecca's academic offerings and the first of several graduate-level programs.

New Additions to Faculty and Administration

THE LATE 1970S SAW THE ARRIVAL OF A NUMBER OF NEW TEACHERS and administrators who were to make significant contributions to the life of the College community. In the summer of 1976 Tom Rosebrough brought his Ph.D. from Ohio State University and within a short time was directing the Department of Education and Psychology as well as the Teacher Education Program. He was instrumental in helping that unit to make giant strides toward its present status as one of the most respected trainers of school teachers in the Southeast. In 1981 he launched the Kinderhaus, which served for several years as a pacesetter early childhood learning center for the community and as a teaching laboratory for the College's teacher-trainees. Jim Quiggins came that same summer as a teacher in the communications area. Dr. Quiggins soon became the chair of that department and initiated a number of innovative programs in mass communications and moved the campus radio station toward its present premier position in the community as a provider of Christian programming.

In the fall of 1978 the Physician Assistant Program gained two new faculty members with the addition of Orpha Speicher and Douglas Henry. Dr. Speicher was just completing forty years of missionary service in India, where she had founded and directed the Reynolds Memorial Hospital. Dr. Henry was an experienced pediatrician who came from a staff position at the Naval Medical Center in Jacksonville, Florida. Both brought invaluable expertise to that growing program.

Joy Wells returned from graduate school that fall to begin a long and distinguished career of teaching in the sociology and social work areas. Lois Blanchard Eades, author of the well-known poem "If Jesus Came to Your House," moved from several years of part-time teaching into full-time status in the English department. Nancy Hazlewood had come the previous year to begin a more-than-two-decades career of teaching in the education department. Jim Knear arrived at the same time; he taught for more than fifteen years in the communications area until his untimely death robbed the school of a much-loved friend and mentor of students and faculty alike.

Communications Professor Gary Coulter was asked in 1977 to replace Harper Cole as assistant to the president, and he also was appointed to the new position of director of college communication. He immediately announced the revival of the *Treveccan*, which had been suspended under the budget cuts of the previous year. *The Trevecca Messenger*, which had served since the early days as the major publication to the school's constituency, had been renamed the *Treveccan* in the spring of 1974.

Everett Holmes came to Trevecca in 1973 to serve as business manager when Ray Richards vacated that position. In 1976 Holmes moved into the office of administrator of Student Fiscal Services, where he served faithfully until his retirement in 1996, having dispensed some \$25 million in financial aid to Trevecca students. Wayne Gallup also came in 1973 as plant superintendent, and in 1978 he assumed the duties of assistant dean of student services and dean of men. Dean Gallup continued in those roles for twelve years until his retirement in 1990, having served as surrogate father for thousands of young men attending college. His wife, Wilma, served for most of those years and until 1994 as the school nurse and administered shots and comfort to hundreds of ailing students and faculty alike. This gracious couple left their Christlike imprints on a whole generation of Trevecca students.

Another husband and wife who similarly left their marks on the Trevecca community during these years were Lee and Marion (Pop and Mom) McKay, dormitory resident directors in Johnson Hall and operators of the campus Snack Shoppe until their retirement in 1985.

Pleais Hampton joined the development staff in the fall of 1978 and worked for the next dozen years in church relations and particularly in the development of the Matching Gifts Program, which became a significant source of income for the College under his management. Koy Phillips, who with his wife, Adrienne, had served on the teaching faculty for thirty-five years, joined the development team as the Nashville development officer and began to cultivate relations with potential corporate donors in the city. In April 1978 the announcement was made about the addition of a new faculty member who would teach a religion course the following fall: Millard Reed,

pastor of Nashville First Church of the Nazarene. Rev. Reed would later fill a more prominent role in the operation of Trevecca.

Student Activities: Legitimate and Otherwise

AS USUAL, THE STUDENTS WERE CULTIVATING THEIR OWN INTERESTS: some involved academic pursuits, and some were more social and recreational in nature. Professor Jerry Hull had become dean of student services in January 1975, and his style of supervision incorporated a broad degree of student participation as well as accountability. A perusal of the student newspaper, *Trev-Echoes*, reveals a variety of activities and concerns during this period. Young Republican and Young Democrat Clubs usually appeared during presidential election years, and there was a flurry of public debates, speeches, and rallies to try to arouse interest among a generally apathetic student body. A bicycle club and a karate club appeared briefly, only to fade from view. The traditional celebrations of Halloween, Valentine's Day, Junior-Senior Banquet, and All-School Retreat were usually popular ways to enjoy college life. Less traditional events like the Whiffle Golf Tournament, featuring a par-36 course laid out across the entire campus, and the Spring Fling, with its all-male pageant (males dressed as women) and watermelon-pushing contest, provided more bizarre entertainment. The Winter Olympics, spawned by the snowy January of 1978, featured "sledding, pillow whopping, and tray tumbling from atop Mount Holy." One article described the new sport of "hall frisbee," which had developed on the fourth floor of Benson Hall. The purpose of this new game was to "brain the opposing team."

One of the more interesting new organizations was the "Pathfinders' Club," founded in 1978 when six young men became completely lost while attending the Spring Retreat at Pickett State Park. They wandered all night and finally appeared back in camp at noon the next day. They were promptly dubbed "The Pathfinders" and constituted the founding members of the club. The notice in the College newspaper for the first meeting read: "If you cannot find the room, you are on your way to becoming a true 'Pathfinder'!"

The students also spent their time and energies on more serious matters, and the records are full of activities which promoted spiritual growth and service to others, as well as intellectual development. The showing of the Francis Schaeffer film *How Should We Then Live?* and the discussions following it proved so popular that the students organized a series of discussion forums on some of the questions and issues raised by the film. Topics such as abortion, euthanasia, and racism drew large crowds of participants and sometimes created warm feelings. The "College Quiz Bowl" was a fairly regular event, and several Nashville-area colleges participated. David Lipscomb College, a sister Nashville institution, proved easier to defeat in the quizzing than they had been in basketball. In the spring of 1978 the Student Council and Phi Delta Lambda, the campus chapter of the Nazarene Honor Society, sponsored a "Festival of Ideas" in which students were invited to share their works of creativity in prose and poetry; later the winners performed in a special student assembly.

Also in the spring of 1978 "Solomon's Porch" finally reopened for Saturday evening entertainment and for Bible studies on Sunday afternoons. Originally located in a room under the steps of McClurkan Hall, it was resurrected on the first floor of McKay Hall, now emptied of its dormitory residents. This enterprise was led by students with crews of scrubbers and painters working for several months to get everything ready for the opening. It proved to be a popular place to "hang out" among Christian friends. In the fall of that same year a group of young men, concerned for the spiritual life of the dormitories, organized the "Benson Fellowship" and conducted weekly devotions in Benson Hall and a regular Saturday prayer breakfast (*Trev-Echoes*, 5 Sept. 1978).

Chapel Speakers

THE LIST OF CHAPEL AND SPECIAL SERIES SPEAKERS INDICATES that Trevecca students were still being exposed to the best preachers and informational speakers. The Slonecker Lectures, begun in 1973, continued to bring nationally recognized professional practitioners, and the roster of speakers for the Benson Lecture Series reflected the

best in evangelical preaching. Revival preachers for these years included such names as R. T. Kendall, a Trevecca graduate who is the pastor at London's Westminster Chapel, once the parish of G. Campbell Morgan, who had himself preached on Trevecca's campus some seventy years earlier. In 1977 David Wachtel Jr. funded an annual lecture series in evangelism in honor of his father, Rev. David Wachtel, who had served for years as a Nazarene evangelist and superintendent of the Tennessee District Church of the Nazarene. The first speaker for that series, which continues to the present day, was Richard Zanner, the first superintendent of the Middle European District of the Church of the Nazarene.

Sports Scene

THESE WERE YEARS OF VARYING DEGREES OF SUCCESS FOR Trevecca's athletic teams. The intercollegiate basketball program was not enjoying its best seasons. Elmore Vail, who came to Trevecca in 1974 to serve as athletic director and head basketball coach, had seen his teams suffer through three losing seasons. In 1975 the College withdrew from the Southern Christian Athletic Conference and joined the stiffer competition of the Volunteer State Athletic Conference, and the basketball team had not yet adjusted to that new situation. In January 1978 Coach Vail announced his resignation effective June 10 in order, as he said, "to give the program new hope." His resignation came as a shock and a disappointment because Vail was a very popular figure and much loved by his players. Ron Bargatze, assistant coach of the Vanderbilt team for seven years, joined the coaching staff that fall as Coach Vail's replacement. Bargatze immediately announced the first annual Trojan Basketball Camp for two months of that summer and thus established what has become a form of outreach to community boys and girls that continues to this day. When Dean of Student Services Jerry Hull announced that he was moving to Northwest Nazarene College in September to teach sociology again, Elmore Vail was immediately appointed to his vacant position, and Bill Green was promoted to the

position of athletic director. Alan Smith was appointed to chair the physical education department.

One team that did experience success in competition was the men's tennis team, under the coaching of Alan Smith. In May 1977 they defeated their archrival, Belmont College, 5-4, for their first ever victory over that team. A year later, they made history by trouncing Belmont twice in the same season. Randy (Wire) Carden, later to return to Trevecca to teach psychology and lead the Department of Social and Behavioral Science, led the pack that year with his winning performances in singles and doubles competition. Coach Smith was voted Volunteer State Athletic Conference's (VSAC) Western Division Coach of the Year for his work, and the men's tennis program went on to become one of the most successful of Trevecca's athletic endeavors.

The Trevecca baseball team was enjoying considerable success during these years. Coach Bill Green won the Coach of the Year award in the VSAC Western Division in 1976 and 1977 and for an unprecedented third year in a row in 1978 when his men finished the season with a conference record of 13-1 and won the VSAC tournament. There was much rejoicing on campus that spring, and the disappointment about the lackluster performance of the basketball team was eased a bit.

Intercollegiate sports for women had never been pushed at Trevecca. A women's volleyball team had been playing since 1973 with mixed success, and the women's tennis program had attracted some outstanding talent, but an editorial in a 1978 *Trev-Echoes* complained that women's sports were generally neglected by the administration and students alike (20 April 1978). The creation of the new position of coordinator of women's athletic programs and the appointment of Carolyn Smith to that task in the fall of 1978 were positive moves in that area.

East Campus Difficulties

WHAT LATER CAME TO BE KNOWN AS THE EAST CAMPUS WAS BORN in the fall of 1975 with an agreement with Paul Cleckner, whereby

the College agreed to grant credit for courses taught at the Cleckner and Associates Management Institute, located near the campus. This arrangement required the approval of the accrediting association, and so a prospectus describing the arrangement was drawn up and sent to Atlanta. The evaluation team gave a generally favorable report after their visit in the summer of 1977 with several recommendations that focused on clarifying the control of the program by the College administration. As a result, a dean of extramural studies was appointed, and the Academic Council was expanded to include that new officer and the director of the East Campus. A separate finance committee was established to handle the fiscal management of the program, but it met periodically with the main campus financial committee to ensure central control of the operations (Board Minutes, March 1978, 335).

By the fall of 1978 the off-campus course offerings through the Cleckner organization had been expanded significantly, and enrollment had soared to 400 students. An extensive selection of classes had been added in a number of prison facilities by that time, and the first ten East Campus graduates had walked in the June 1978 Commencement ceremonies. Classes were being held in new facilities located in a nearby office building, and Toby Williams had taken a leave of absence from teaching in the history department to serve as director of the East Campus. The Board of Trustees had even authorized the exploration of new out-of-state sites for satellite programs, and the state of Florida had given Trevecca a license to offer classes at a site in Orlando. Similar arrangements were under study for sites in Bradenton and Princeton, and a new prison location had been approved in Memphis. Even some overseas options were being explored (Board Minutes, Oct. 1978, 282-5).

It was at this juncture, however, that the Southern Association decided that the financial stability of the College did not warrant such an ambitious expansion plan. The advisory team that visited the campus in November 1978 expressed serious concerns about the current financial situation and strongly recommended that no further expansion take place until they gave their approval. The administration immediately decided to suspend the proposed launching of the graduate education program, but they cited the amount of time and

money that had already been invested in the Orlando site and announced the formal opening of that program later in the month. The Southern Association responded by placing the College on probation for having failed to follow sufficiently their recommendations. Two weeks later, President Moore, accompanied by the school's controller and the chairman of the Board, met with Association officials in Atlanta and was informed that Trevecca had been placed on "private probation" and that Trevecca would have one year to put its financial house in order and to bring the off-campus programs into conformity with the Association's standards. Several specific recommendations were made to bring about the desired results. Obviously, this action came as a shock, and the College officials returned to the campus with the news that much hard work would have to be done by all concerned to bring the school back to fully accredited status.

President Moore Moves to New Assignment

THE SECOND SHOCK TO HIT THE CAMPUS CAME WHEN, ON JANUARY 22, President Moore announced his resignation as president. The General Board of the Church of the Nazarene, meeting in Kansas City that January, had offered him the position of executive director of the Department of Education for the general church, the position recently left vacant by the retirement of Edward Mann. Dr. Moore discussed the assignment with the chairman and several other members of the Board of Trustees who were in Kansas City for that meeting, and, after prayer and consultation, he decided to accept the new task.

Moore's resignation came as a jolt to the campus. It signaled the end of an era and the beginning of the unknown. His ten-and-a-half-year administration had seen a number of major accomplishments. The principal triumph of the early years had, of course, been the attainment of regional accreditation in 1969 and its reaffirmation in 1973 for a ten-year period. The accreditation of the music program by the National Association of Schools of Music had followed in 1976. The Physician Assistant Program, with twenty students enrolled and approaching its second graduation, had conducted an

intensive self-study, been visited by the PA association's evaluation team in the spring of 1978, and had just received the good news in October that it was fully accredited for the next three years. Studies had been initiated and were well underway to prepare for official accreditation by the National Council for Accreditation of Teacher Education (NCATE) for the Teacher Education Program and by the National Council for Social Work for the program in that area. The East Campus, although sailing for the moment in rough waters, had been the first step toward recognition of the potential for service to the expanding market of "nontraditional" students. The Graduate Program in Education was poised for launching and awaited only the clearing of the financial skies.

When Mark Moore took the helm in 1968, the College offered thirteen majors; the *Catalog* for 1978-1979 listed thirty-seven majors available, plus a wide range of minor fields of study. During that same decade (1968-1978), the number of full-time faculty who taught those major courses had risen from forty to forty-nine, but the percentage of those who held the earned doctorate had increased from 23% to 47%, figures which reflect the increasing level of instructional quality (1968-1969 and 1978-1979 *Catalog*; Board Minutes, March 1978, 421).

Annual operating budgets for the College had increased over the previous decade from \$1.06 million to \$3.7 million. The property valuation for the campus had increased from \$2.7 million to \$6.6 million, and the campus mortgage, that amount owed on nonamortizing buildings, had been reduced from \$800,000 to \$364,800 (Board Minutes, March 1977-1978, 382). Campus improvements during these years include the addition of several parcels of land on Lester Avenue, available for future expansion, as well as two major academic buildings, one housing the science and math and the business administration departments, and the other, the physical education department. Benson Hall, dormitory for men, and the Redford, Shingler and Bush apartment complexes for married students were added to the western slope of the Trevecca hill. The Trevecca Health Care Center was completed on the north side of the campus and was partially owned by the College. The land transfers that would soon enable the College Hill Church to build a beautiful new sanctuary

and Christian education complex at the foot of the hill facing Murfreesboro Road were completed. The Board of Trustees had decided only in October 1977 to push ahead on plans for a new chapel building, and \$300,000 had already been received or committed for that project (Board Minutes, Oct. 1978, 166). The construction of a student life center had been set as the next priority; plans would be pursued as funds became available. Dr. A. B. Mackey's dream of a million-dollar campus had been surpassed several times: the net worth of the College was listed at some \$4 million, up from \$2.4 million a decade earlier (*Treveccan*, Feb. 1979).

Even as the Board and the College began to prepare for the farewell to the president, the urgent business of finding a new leader began. A list of eight criteria was soon compiled which would serve as guidelines in the selection process. These qualifications were felt to be crucial in the choice of a leader for the school: 1) proven churchmanship, 2) Christian character, 3) administrative experience and skills, 4) financial understanding and experience, 5) sensitivity to academic excellence, 6) sensitivity to and awareness of Southeastern culture and customs, 7) credibility with faculty and staff, 8) communication skills.

Suggestions for these criteria and for potential names were solicited from numerous interested parties, on and off campus, and when the Board of Trustees met at a special meeting on February 9, they selected Homer J. Adams on the second ballot. Leadership was about to change once more (Board Minutes, Feb. 1979, 200-2).

CHAPTER THREE

The Adams Presidency— First Term: Accreditation Cleared and Finances Improved

New President

OF ALL THE THIRTY ORIGINAL NAMES SUGGESTED TO THE BOARD of Trustees or of the final list of four candidates from which they made their selection for the new president, none had a longer connection with the school or was better qualified for the task by training and experience than was Homer J. Adams. He had arrived on the campus in 1939 as an eighteen-year-old high school student, then entered the College, only to go into the U.S. Navy to serve out the final years of World War II. He returned to Trevecca to complete the undergraduate program and then earned a master's degree at George Peabody College for Teachers in 1948, all the while teaching in the High School, serving as its principal in 1951. In 1953 he became the first Trevecca alumnus to be awarded the Ph.D., also from George Peabody College, and in 1954 he joined the College faculty to teach history. When Dean Paul Gresham asked for a leave of absence in

1954 to go teach in Hawaii, Homer Adams was appointed acting dean of the College. When Gresham decided not to return the following spring, Adams became the dean and filled that office with distinction until 1964 when he returned to the history classroom full time. In the fall of 1967, after spending the previous year on the faculty of Middle Tennessee State College in Murfreesboro, he became academic dean of the central campus of DeKalb College in the Atlanta suburb of Clarkston. Later he was appointed executive dean and later vice president for the central campus, where he was serving when he was elected to the Trevecca presidency in February 1979.

Those early years at Trevecca and the later period in Atlanta uniquely prepared Homer Adams for the presidency of Trevecca Nazarene College. He had worked closely with A. B. Mackey through the 1940s and 1950s. During those years the school was growing in size and developing from an institution primarily focused on the training of Christian workers into a full-blown liberal arts school that offered a wide variety of major academic fields of study to students preparing for many professions. He had been involved in all the efforts to bring the school into line with the ever-changing requirements of the Southern Association of Colleges and Schools in the long climb toward regional accreditation. He had served as academic dean for a decade and understood the needs and intrigues of a college faculty. His assignment at DeKalb Junior College provided valuable experience in the administration of all the facets of an academic institution. He had also been a very active member of the Trevecca Board of Trustees for ten years. Also, he had served on a number of evaluation teams for the Southern Association, traveling around the Southeast to examine the operations of various institutions of higher education. He enjoyed a close and congenial relationship with the staff of that organization at the very time when Trevecca's future as a viable institution largely rested with the judgments of SACS. The fact that Homer Adams was well known and respected at all levels of the Nazarene community across the Southeastern Educational Zone did no harm.

Dealing with the Southern Association

ONE OF THE COMPLAINTS VOICED BY THE SOUTHERN ASSOCIATION in its December action concerned the contract that had been negotiated with Paul Cleckner, which guaranteed him a substantial annual fee for his services as recruiter for the East Campus. The Association considered the terms of that contract to be inappropriate for a member institution. Of course, it had been signed and was binding, so the Board's Executive Committee sought legal advice on the options open to the College for possible renegotiations. The full Board at a special February 8 meeting also resolved to clarify institutional policy on the procedures for personnel contracts. The Cleckner contract had not been cleared through the Board, since President Moore had considered it an agreement for consulting services rather than an employee contract. The Southern Association, however, considered Cleckner an employee of the College in this arrangement and the terms threatening to the fiscal stability of the school, and so they strongly advised its renegotiation. The best that could be done was a buyout arrangement whereby Trevecca agreed to pay Cleckner Associates the amount of \$190,000 over the next four years of operations.

When the Board of Trustees arrived for its regular spring meeting March 26, 1979, President Adams had prepared a summary of the challenges facing the institution, and his recommendations for actions that needed to be taken immediately to meet the crisis:

Financial—Balance the budget, eliminate the deficit, reduce debt, increase income.

Accreditation—Satisfy SACS's eighteen recommendations and move toward restoration of full and unencumbered accreditation.

Organization—Solve problems related to structure and administrative relationships between campus and off-campus programs. Adjust total administrative structure with a view toward some staff reduction.

Morale—Improve morale of faculty, administration, students, alumni, and constituents. The greatest boost will be to wipe out the short-term debt.

Recruitment and Retention—Emphasize recruitment and retention of students and/or reassignment of dormitory space, now unused.

Long-range Plans—Develop a long-range plan—finances, curriculum, mission and purpose, and campus development.

It was obvious to Dr. Adams that first priority must be assigned to the financial situation, and he outlined these details:

The College is carrying a short-term debt of \$1 million. Four hundred seventy thousand dollars is owed to the First American Bank and bears 10½% interest. Another \$400,000 is in the form of contract loans owed to a variety of constituents, any of which could be called for immediate payment. [The other \$130,000 consisted of a number of smaller, short-term obligations.]

The Southern Association has issued a demand that this debt be eliminated immediately. [Dr. Adams read a letter to that effect from Dr. Grover Andrews in Atlanta, dated March 21, in which he said, "... the heart of the matter rests on the following: The financial instability of the institution is near a crisis situation, which if not resolved immediately could result in either closure of the institution, or a deterioration of educational quality to a level below acceptable standards which could cause a loss of accreditation."]

A long-term debt, partly self-amortizing, which is barely manageable even without the short-term obligations.

Approximately 80 empty slots in the dormitories, with expenses continuing for these rooms.

Lack of expected revenue from the off-campus program.

"How did we get into this bind?" asked the president. He gave several reasons:

Buying things that were needed but for which there was no money [including the completion of Benson Hall]. Furniture for new dorms and apartments, parcels of land adjacent to the campus, and matching funds for student loans are examples.

Buying some things that the College could have done without [no examples given].

Declining enrollment on the main campus.

Insufficient budget receipts from the churches. Average receipts over the last decade have hovered around 70%. (Board Minutes, March 1979, 219-20)

Dr. Adams went on to point out that sound management required the elimination of the million-dollar short-term debt and its interest burden, which had cost the school \$1 million over the last dozen years. His recommendation was the immediate launching of a zone-wide effort to raise one million dollars in what he labeled the "Wipe Out the Debt" Campaign.

"Wipe Out the Debt"

THE ESSENCE OF THE "WIPE OUT THE DEBT" DRIVE WOULD BE FOR each district to raise an amount equal to its annual educational budget over and above its regular budget payments. This effort would produce \$883,000, which would be paid by July 1 if possible, but no later than December 30, 1979. May 20 would be declared a zone-wide "Trevecca Day," when a special offering would be taken in every church. Dr. Adams said that he had already received positive response to this proposal in the several preachers' meetings that he had attended, and he was confident that the people would respond as well. The president would undertake to raise an additional \$120,000 from alumni and friends of the College, of which \$22,000 had already been received without excessive effort. The school administration would provide any assistance possible, and every dollar raised would go to reduce the debt, with no expenses extracted.

President Adams admitted the seeming impossibility of raising such a sum of money in such a short time, but he reminded the members of the Board, who were probably in various levels of shock at this point, that the little boy's lunch had seemed inadequate until his loaves and fishes had passed through the hands of Jesus. Then there was ample supply with more to spare.

The next day the Board was presented with the projected budget for the 1979-1980 fiscal year, and its figures reflected the serious financial position of the College. Over a quarter-million dollars had

been trimmed from the original formulation, a major part of which came through the elimination of four major administration positions, four faculty positions, and a half dozen staff jobs. Modest salary increases were coupled with a 10% tuition hike, and the annual payment on the note at First American Bank was cut in half, to relieve the immediate pressure on the current operating fund. It was essentially the first balanced budget in several years that reflected a realistic estimate of anticipated revenues. It was obvious that the new president was serious about getting a handle on Trevecca's financial situation.

Whether it was the way the campaign was organized or simply the urgency of the situation, it is hard to say, but what can be said is that the people of the Southeastern Educational Zone rallied behind the College in its hour of need. The "Wipe Out the Debt" Campaign became the most successful fund-raising effort in many years, very likely in the history of the school. "Trevecca Day" was celebrated by practically every church on the zone. Some selected an alternate Sunday that seemed more convenient, and the people responded generously. The students on campus spontaneously mounted a prayer vigil in anticipation of the day, and God obviously answered their prayers. As the reports and the cash began to come in, spirits began to rise. The news circulated across the city of Nashville, and Mayor Richard Fulton declared June 2 to be "Trevecca Nazarene College Day" in honor of President Adams and the successful effort.

By August 20 the pledges and cash received reached \$815,000. Seven of the eleven districts had reached or surpassed their goals or were closing fast. Dr. Adams spent the entire five months during the summer on the road, making the appeal in district assemblies and in pulpits of the larger churches. The Georgia District, with the strong support of Superintendent Jack Lee and sponsoring General Superintendent George Coulter, pledged its entire goal at the district assembly. Four individual congregations across the zone—Atlanta First; Birmingham First; Columbus, Mississippi, First; and Columbia, Tennessee, Grace Church—actually quadrupled their assigned goals for the offering. One layman in Georgia wrote a check for \$38,500, and a small boy in Kentucky made the smallest single gift of one dollar. The first receipts to come in had been carried

downtown to the offices of the First American National Bank, to be applied to the most pressing of the short-term debt obligations. That note of \$470,000, which carried 10½% interest, had reached as high as \$837,000 over the previous decade, and it served as a symbol of the black hole into which a small fortune in interest had been poured. After several partial payments that summer, the time arrived for the final payment to the bank. In honor of the occasion the bank chairman came to the campus on September 27, 1979, and there in President Adams's office Trevecca Chief Financial Officer Eugene Davidson handed him the final \$25,000 check. In return Adams and Davidson received the promissory note marked "Paid In Full."

One by one, the other notes were retired, and when the Board met at its regular meeting in October, the College was just \$38,000 short of the million-dollar goal. The members of the Board promptly pledged to either raise that amount or pay it from their own pockets. For the first time in more than a decade, the College was free of unsecured debt and the accompanying burden of interest payments and could concentrate on daily operations. This achievement was truly an outstanding one, one which called on the best from each segment of the Trevecca family, and all responded, and God brought the increase. On the closing day of the Board's October meeting a special chapel service was held in the College Hill Church. The "Celebration of Victory" was a time of rejoicing among the students, faculty, and Board members, and General Superintendent Jerald Johnson brought a stirring message of gratitude to the Lord who had once again provided for His people. A container with one million dollars (shredded) was handed to President Adams, and the combined College choirs, accompanied by the Brass Ensemble and the Hand Bell Choir, sang "O God, Our Help in Ages Past." A great time was had by all!

Of course the need for funds is the common pressing need of every small Christian college, and the mandate from SACS had gone beyond the need for eliminating the short-term debt. SACS had specified that the Board must "... raise the necessary resources to stabilize the financial situation before the Association's 1979 annual meeting in December." Dr. Adams and his administration continued to look for new sources of income and ways to spend more wisely the funds that were available. The budget was monitored closely and

economies were applied where they were practical. By April 1979 it had become obvious that the financial status of the satellite program in Orlando was becoming more questionable, and President Adams traveled to Florida for an on-site inspection. After meeting with the advisory committee there, he decided to terminate the operation immediately.

Demise of East Campus

THE INSTRUCTIONS FROM SACS ALSO ADDRESSED THE NEED TO examine the administrative structure of the off-campus program with the goal of establishing clearer lines of supervision. In early February Dean Strickland initiated a series of directives concerning the procedures being followed at the off-campus sites. Criteria for faculty hiring and evaluation, admissions procedures, and guidelines for the delivery of counseling and advising services were formulated and distributed. An Adult Education Curriculum Committee was formed to monitor the quality of the course work being offered in the adult programs. A survey was conducted among the East Campus students to determine their perceptions of needed changes. A workshop was held for all faculty on techniques for teaching older nontraditional students. The East Campus Study Committee was formed in early May, and members sifted through the data all summer. An updated audit revealed that, rather than generating surplus revenue for the school, the East Campus actually lost more than \$100,000 in its three years of operation. Reforms were in order.

On September 4 the committee submitted its report, which called for four actions: 1) move the program to the main campus; 2) change the name to the Continuing Education Program; 3) establish uniform standards, both academic and social, conforming to those applied on the main campus; and 4) terminate the prison program and the secretarial course of study and revise the nursing technician curriculum.

All of these recommendations were effected immediately, and by the opening of the fall semester of 1980, the East Campus classes were meeting in the College Hill Church Annex across the street

from the campus. Larry Buess became director when Toby Williams returned to the classroom. Mike Clyburn soon joined the staff as associate director. Enrollment dropped from one hundred in the spring of 1979 to eighty students, thirty-five of whom were enrolled in the nursing technician program, with the others in business administration or elementary education tracks. The prison classes had been terminated the previous summer. G. Lewis Pennington, who was still serving as academic coordinator for the program, was exploring the potential for a connection with the Salvation Army School for Officer Training in Atlanta, with the idea of offering an associate degree in practical ministries. That connection was established and operated successfully for a number of years.

Enrollments in the evening classes continued to decline, and in the spring of 1982 the administration decided to terminate the program, and the East Campus chapter of Trevecca's history closed. The idea of continuing education, however, lived on and grew; it simply took other forms in the future.

Accreditation Cleared and Reaffirmed

THE CLEARING AND MAINTENANCE OF ACCREDITED STATUS became a major focus of President Adams's first term. Early in March, even before he had taken office, a progress report had been filed with the Southern Association outlining steps being taken to meet the criticisms of the preceding December. It described the "Wipe Out the Debt" campaign, the status of the negotiations on the Cleckner contract, and the clarifications in the administrative relationship with the East Campus. Subsequent updates were sent in May and October. On October 24 and 25 a three-man team from SACS visited Trevecca's campus for a review of progress made, and members examined the appropriate records and seemed pleased with the progress which was being made, particularly with finances. They were especially impressed with the success of the "Wipe Out the Debt" drive.

On December 8 the Standards and Reports Committee of the Southern Association met in Atlanta and voted to lift the private

probation sanctions on Trevecca which had been imposed exactly one year before. The only stipulation was that the administration should continue to report on the progress of consolidating the two campuses and eliminating the operating deficit and to refrain from opening any more off-campus programs without express approval from Atlanta. The SACS committee especially acknowledged Trevecca's rapid recovery "with a note of amazement." The cloud had lifted.

Almost immediately preparations began for the next regular examination by the Association which would take place in 1983. The institutional self-study that would form the basis for that examination visit was launched in the spring of 1981, and there was little time to relax. Rick Egnor was assigned to coordinate a "Decade of the '80s Study," which had begun in the spring of 1980. A major component of that study was the development of a mechanism for long-range institutional planning, which had recently been adopted by SACS as a standard for accreditation. Thus the Decade study laid the groundwork for the major self-study for reaccreditation.

Egnor was named the director for the self-study in February 1981, and the Steering Committee was made up of the chairmen of the seven self-study committees: 1) Purpose, Organization, and Administration; 2) Educational Programs; 3) Financial Resources and Physical Plant; 4) Faculty; 5) Library; 6) Student Development; and 7) Special Activities. The membership of these committees included faculty and administrators from across the campus, and everyone was involved, even students and Board members. The task of these committees was to examine every facet of the school's operation, using the standards prescribed by the Southern Association. The assignment of the Steering Committee was then to collect and coordinate the individual studies and to produce a comprehensive report for the campus as a whole. This report would then be sent to the visiting SACS committee by February 1983, and its members would come to the campus for their evaluation in April 1983.

President Adams meanwhile responded to the new emphasis on planning by presenting to the Board, at its October 1981 meeting, his own list of goals for the College, covering the four years of his first term of office, which would end in the summer of 1983. As it happened, the self-study and his first presidential term would be

completed at about the same time. His goals were divided into broad classifications—Financial, Buildings and Plant, Student Life, Academic, Development and Church Relations—and a collection of general goals, such as strengthening the Alumni Association, improving computer and telephone services, streamlining the insurance program of the College, and developing a policy and procedures manual for the entire organization. Many of these goals, such as development of the Early Childhood Center, air-conditioning women's dormitories, renovation of McClurkan Hall, construction of a new student life center, and reestablishment of good relations with the accrediting agency, were successfully accomplished within his first term. Others, like the improvement of campus security, increasing the level of church support, and improvement of services to the community, are never fully attained and so remain today as worthy objectives for any administration.

During the 1981-1982 academic year the work of the self-study committees demanded the energies of most of the faculty and administrators on campus. The individual academic and administrative departments collected data and developed systems for planning and evaluation, aided by Rick Egnor in his capacity as director of the project and also through his Office of Institutional Research. The Steering Committee met on a regular basis to keep the process going and to make sure that deadline dates were met. During the fall of 1982 the reports were collected, organized, and edited into the final form, which was sent to Atlanta in February 1983 and to the members of the visiting committee.

On April 10 the committee arrived for its three-day visit to examine the College. At the exit interview three days later, members were complimentary of the overall quality of the report and of the operation of the College, but they listed several areas of concern that would be covered in the formal report. When the report was received several weeks later, it confirmed that the committee had found significant problems in several areas of the school's operation. The major concerns were with the lack of faculty holding terminal degrees (i.e., doctorates) in the academic departments of allied health, business, mathematics, and social welfare, and the lack of a comprehensive long-range plan for the educational program. The other concerns

involved the budgetary controls over finances and the percentage of the total budget that was being spent in the instructional programs. In all, the committee made thirty recommendations covering the educational program and faculty, financial resources, and student development policies. In addition, some forty-five suggestions were listed, covering almost every standard of evaluation used in the self-study. Recommendations made by a visiting committee are those items that *must* be addressed in order to maintain accredited status; suggestions are those areas that *should* be addressed and corrected in order to strengthen the institution.

President Adams sent a response to this report to Atlanta on August 26 and pointed out the areas where the recommendations and suggestions had already been addressed and corrected or were in the process of correction. For example, a task force had already been designated and was at work on the process of educational planning, and a number of changes had already been made to improve the budgetary control mechanisms and to speed the availability of financial data to responsible administrators. He addressed the question of the lack of terminal degrees by pointing out that several faculty held terminal degrees other than doctorates. The master's degree in social work, for example, was commonly considered the terminal degree in that area, and the allied health faculty included two instructors who held the M.D. degree. A person with a doctorate in mathematics had already been hired, Ron Gray from Canadian Nazarene College, and the school had been making, without success, concerted efforts to hire a doctorate in business.

In December the Commission on Colleges announced that Trevecca, along with several other colleges facing review that fall, was being denied reaffirmation but was granted a one-year grace period with "accreditation continued." Over the next eight months, President Adams and Dean Strickland addressed the areas that had been cited as needing improvement. Committees were established to study the planning functions of the academic departments, and a Faculty Advisory Committee was created to increase the scope of faculty participation and responsibility for determining academic policies. That body has become a permanent part of the academic structure serving as a conduit to the administration for faculty con-

cerns. Efforts were intensified to encourage faculty members in key positions to pursue further graduate work. The College adopted a new system of cost accounting that would facilitate the rendering of timely and accurate financial data to the various department heads.

In late August the final report was sent to Atlanta, and members of the campus family held their breath. The hard work was rewarded, however, when the announcement was made in Atlanta, in December 1984, that Trevecca had been granted reaffirmation for ten years.

First Million-Dollar Gift

THE FINANCIAL PICTURE FOR DR. ADAMS'S FIRST FOUR-YEAR TERM was generally positive. Members of the Board at the March 1980 meeting heard the report that educational budget receipts were up 9% from the previous year. The actual amounts received continued to rise every year, to reach just over one million dollars in the 1982-1983 school year; however, the percentage of the total allotments hovered below 80% for those years, while the total operating budget of the school rose steadily, from \$3.3 million to \$6.5 million. The percentage of the total that was supplied by the educational budgets moved from 17.8% to 16.5%, with a low point in 1979-1980 of 12.9%. Trevecca's educational zone, although the second largest in membership, continued to trail the other colleges in financial support (Board Minutes, March 1982, 189). The 1980 General Assembly did not help this situation when it voted to lower the educational budget assessment of the local churches by one-half of one percent, an action which cut the income of each Nazarene college by 6½%. When President Carter signed a bill in 1980 to increase federal financial aid to college students, the Board responded by raising the amount of tuition payable at registration from one-third to two-thirds, in an attempt to bring in more cash earlier in the school year. That same year the Matching Gifts Program, which had grown almost every year since its inception, produced a record income of \$255,000.

In the fall of 1981 this financial picture was brightened by the receipt of a \$100,000 gift from Robert G. Benson in memory of his parents, John T. and Eva Green Benson, to be used for scholarships.

This gift was a response to a drive announced the previous March by President Adams for one million dollars for a scholarship endowment. The members of the Board had been asked to commit to raise \$2500 per year each, over the next five years, and the Benson gift was a definite step in the right direction. Trevecca's Financial Aid Office had predicted cuts in the amount of aid available to students from several state and federal agencies, some by as much as 50%, so the drive was needed and timely. The average cost for a full-time boarding student at Trevecca in the fall of 1982 was \$4995, and even though that figure was still considerably below the national average of \$7992, the typical Trevecca student continued to need substantial financial aid.

It was at this juncture that the announcement was made of the largest single gift ever received by the school. J. Don Jernigan, a Trevecca graduate who had expanded a successful architectural practice by building health care facilities, gave Trevecca ownership shares in his corporation worth one million dollars. The money was to be used as endowment, and interest from it has been used primarily to fund scholarships.

Million Dollar Club

ONE DARK NIGHT IN 1979 R. E. TARTER, AN EAST TENNESSEE Nazarene pastor, found himself sitting up with a very sick Egyptian-bred Arabian mare. The veterinarian had just left and had given the horse one chance in a hundred to survive the night. As Tarter watched his animal gasp for breath, he heard God gently reminding him of a neglected impression to give more money to Trevecca. That night Tarter asked God to spare his beloved horse, and then he promised to give God one half of the proceeds of every foal she produced, until he had given \$100,000. The animal miraculously survived, and the first foal was later sold for \$10,000. A check for one half of that amount was sent to Trevecca, and thus was born the idea for the Million Dollar Club. Tarter recruited a group of Trevecca supporters, mostly businessmen, who pledged to give at least \$1000 per year, over and above their accustomed contributions, for use on special projects.

For the next ten years, the gifts came in and were used for a variety of campus improvements, including a new organ for the McClurkan auditorium, the handsome pavilion which stands on the southern perimeter of the campus, and eventually the new student activities building which bears the Tarter name.

Restoration of McClurkan Hall

WITH THE CHANGE IN ADMINISTRATION AND THE CRISES IN finances and accreditation, the students experienced a crisis in morale. They had been told by the Board that a new chapel building would be the next priority, but those plans had been shelved. Seeing a way to address that problem while remaining within the bounds of economic feasibility, Dr. Adams proposed that the old McClurkan Building, which had served for thirty-five years as the center for spiritual life on the campus, be renovated and modernized so that it could serve the need for a chapel without the outlay of cash required for a new structure. After engineers determined that the shell of the old building was sturdy and still capable of handling the traffic of a growing student body, Dr. Adams proposed a complete renovation from the ground up. A refurbished McClurkan would not hold the proposed seating that a new building would, but it would be adequate for the next few years. This plan would preserve a building that was still serviceable and also a focus of much sentiment and nostalgia, particularly among alumni and faculty. J. Don Jernigan offered his architectural services free and submitted an estimate of \$330,000, excluding new furnishings, for the job. This amount would include gutting the chapel auditorium and restoring the interior; remodeling the offices and classrooms in the remainder of the building; installing new electrical, heating, and air-conditioning systems; and exterior painting and aluminum siding work. A handsome new cupola would crown the restored McClurkan Hall.

To begin the process of paying for this restoration, the gifts of the Benson family, which had been designated for a chapel building, were used for the McClurkan project with the agreement that the restored chapel auditorium would be named the Eva Green Benson

Auditorium. Other major donors would be solicited, and the remainder of the funds would be obtained by applying to the project all budget monies in excess of 85%.

During the next year workmen ripped out the inside of the chapel and remodeled the remainder of the McClurkan Building while the students attended chapel services in the sanctuary of the College Hill Church of the Nazarene. The result was and is a beautiful, modernized sanctuary, a small prayer chapel, and several refurbished classrooms. The lower level was remodeled into classrooms and office space. The interior of the building was painted and carpeted throughout, and the exterior wood trim was painted and covered with aluminum siding. Much of the painting was done by several groups of laymen from zone churches who came during the summer under a program initiated by President Adams that he called "Yokefellows." These volunteers continued to come to the campus for special work projects for several summers, and they performed valuable service and saved the College many dollars through their generosity. The members of the student government put in many hours painting and refurbishing the SGA office on the lower level of the building.

As is usually the case, particularly in the case of renovations, the original estimates for the work were low, and the final cost for the project was \$637,000. (This figure included the cost of some significant improvements to several other campus buildings as well, completed at the same time as the McClurkan project.) A number of individuals made sizable gifts to complete the job, and the dedication of the "new" building was held in March 1981 during the spring revival. Returning the McClurkan auditorium to service was a meaningful action because this auditorium, which had witnessed so many spiritual victories and visitations across the years, could look forward to many more in the future.

With the need for a new chapel and convocation center at least temporarily postponed, the Board decided that a new student union building was the first priority building need, and in 1980 they began to develop a plan to raise the funds for such a structure. The plan called for a five-year capital campaign to raise \$12 million, including \$5.6 million from educational budgets. Two million was designated

for the new building, and the balance would be used for a variety of improvement projects for other buildings and physical facilities. The Kresge Foundation, which specialized in matching gifts to independent colleges for building construction and renovation, was approached for a major grant. The balance was to be raised from the Nashville business community and from the churches on the educational zone. September 10, 1982, designated as "Super Sunday for Trevecca," was the kick-off date for the effort. In February 1980 Harvey Hendershot, chairman of the Board of Trustees since 1977, accepted the position of director of development and church relations, and this campaign was the first major task of his new position.

Academic Accomplishments

HOMER ADAMS'S FIRST QUADRENNIUM IN OFFICE PRODUCED SEVERAL significant academic advances, including an increase in the number of full-time faculty members, from thirty-six to forty-five, while the percentage of those holding earned doctorates remained constant at about 30%. A new program in computer information systems was inaugurated in 1981 and quickly became a very popular major. New minors in air science and military or naval science were begun that same year in cooperation with Tennessee State University and Vanderbilt University, respectively; these programs would enable a student to graduate with a commission in the armed forces.

The Physician Assistant Program continued to grow, and its graduates were scoring well above the national average on the professional board exams. In November 1982 the music department completed its five-year term as an associate member and was received into full membership with the National Association of Schools of Music, a rare achievement among Nazarene colleges.

The Forensics Team, under the leadership of Professor Jim Knear, enjoyed very successful years of competition during this period, competing at the national level. Two Trevecca students were the only entries representing Tennessee in the national competitions in Denver in 1980, and the following year Trevecca hosted its own

regional invitational forensics tournament, the largest one held up to that time.

In the summer of 1980 a new off-campus program was developed by Jim Quiggins, of the communications department, in cooperation with the Southwestern Corporation, a national publishing and marketing firm headquartered in Nashville. This program permitted Southwestern's sales representatives to take college-level training during the summer months to develop their skills in salesmanship, management, and communication. More than nine hundred employees were enrolled during that first summer, many for college credit, and that program is still an active element in Trevecca's continuing education offerings. A similar program was developed by the business department in cooperation with Truckstops of America and began in the fall of 1982.

The Summer Workshops for Teachers Program continued to expand, and classes were offered on weekends and afternoons during the regular school year. The enrollment in 1980 reached 904, only four short of the total undergraduate figure for that year. In the spring of 1981 this program was highlighted at the American College Testing Conference on Adult Learners—one of three programs selected from a group of 900.

In the summer of 1981 the Kinderhaus opened under the auspices of the Department of Education to operate as a Piaget-based preschool laboratory school, serving children of the Trevecca Community and providing hands-on experiences for teacher trainees. It became the first school of its type in the Southeast to be accredited by SACS and served successfully for a decade until rising costs forced its closure.

After the decision had been made in 1974 to close the fall quarter at Thanksgiving, Dean Strickland began to study the feasibility of using the early weeks of December to offer specialty courses which could fit into a concentrated format. In December 1980 the mini-term was inaugurated, with seventy-five students registered in a half dozen courses. It proved so popular that it was moved to the month of May when the College went to the semester schedule and continues to offer a selection of course work in a three-week session, with classes meeting all morning five days a week.

There had never been a systematic process in place for evaluating faculty performance, and in 1981 Dean Strickland charged the Faculty Development Committee with creating such a system. It was implemented in the fall of 1982 and continues to provide a basis for decisions about promotion and tenure. Information is provided by an annual teacher self-evaluation, classroom evaluations from students, and evaluations by the department chair and the dean. The criteria used are based on classroom teaching, academic advising, professional growth, service to the College and community, and loyalty to the mission of the school.

In 1983 the Conference of Department Chairmen sponsored a "Faculty Member of the Year" award, a new award based on the recognition of excellence in classroom teaching. An award to recognize scholarly publishing for faculty was added by the academic dean. Both of these awards carried \$500 stipends. The Teaching Excellence Award is presented at a special spring academic convocation; the scholarship award, based on the previous year's activity, is presented at the President's Dinner in the fall. Both are coveted as recognition for professional accomplishments.

Student Ministries Flourish

THE COLLEGE CONTINUED TO PROVIDE A VARIETY OF OPPORTUNITIES for those students who wanted to reach out to others as a part of their college experience. The April 1982 *Treveccan* carried a feature article on the three major weekend ministries of that school year. Project JOY (Sharing Jesus with Others through You) involved several hundred students on a regular basis in many community activities. MOT (Ministry Outreach Teams) was the evolution of the old Project Invasion concept, which sent student teams out for weekend ministry in churches. The CCC (Community Care Corps) sent teams into Nashville nursing homes, hospitals, and prisons to minister to individuals in need. The "King's Kids" ministry was initiated in 1982 by Julie Smith, a student from North Carolina with a rare spirit of servanthood. She soon had a band of students involved in taking the vacation Bible school concept out into low-income housing

projects in the city and providing Saturday morning games, magic, and snacks for the children, liberally laced with spiritual instruction. One 1982 estimate was that at least one half of Trevecca's students were involved in some sort of ministry, either on campus or in local churches.

Every summer Trevecca students also participated in the opportunities provided by the Church of the Nazarene for mission experiences around the world, and the numbers involved in those programs across the years was considerable. Quite a few students received and accepted calls to full-time ministry in missions as the result of a summer spent in Africa or Latin America or even in Chicago or Toronto.

Campus Improvements

IN THE SUMMER OF 1979 A LONG-STANDING LANDMARK DISAPPEARED from the campus when the trailer park was closed and the few remaining trailers were removed. Major renovations were carried out in the Wakefield Fine Arts Building, the Tidwell Faculty Center, and the Administration Building, and nine hundred new bleacher seats were installed in the gymnasium. Several projects on the campus freed space for additional parking, but the immutable law still operated that the number of cars requiring parking spaces increases in direct proportion to the spaces available.

A noteworthy addition to the campus was the 1982 purchase and complete renovation of an old house adjoining the southern boundary. In the summer of 1983 the project was completed, and the Marks Guest House was dedicated in recognition of the generous gift of Howard and Gladys Marks, faithful alumni laypersons in Atlanta. Few nights pass without its rooms being occupied by some visiting family or campus guests.

In August 1980 the College purchased a small industrial building adjoining the western boundary of the campus for use as a maintenance facility. With the completion of this purchase, only one parcel of property on the campus side of the railroad that forms the western boundary of the campus was not in College possession. The Southern Oil Company, the owner of that parcel, recognized its value

to the school and raised its asking price commensurately. The administration had been trying for years to close that end of Hart Street, and ownership of that parcel would help make the case for the closure. One spring afternoon in 1982, a spectacular fire destroyed the main storage building of the oil company and for a time threatened to ignite a large storage tank of oil products which could have incinerated several campus buildings. Photographs and an account of the fire appeared in the next issue of the *Treveccan*, and the writer observed that there had been “one crystal moment when the wind blew the smoke and flames away from the College . . . as the chimes on the hill played ‘Be not dismayed . . . God will take care of you’” (*Treveccan*, Dec. 1982).

Whatever its origin, the fire resulted in bankruptcy for the company and the final closing of the street in 1987, removing a traffic hazard that had plagued that section of the campus since its earliest days.

CHAPTER FOUR

The Adams Presidency— Second Term: New Graduate Programs and New Student Life Center

Reelection

AS PRESIDENT ADAMS NEARED THE FINAL WEEKS OF HIS FIRST four-year term of office, the position of the College seemed stronger than it had ever been. New academic programs were flourishing; the fall 1982 enrollment was a new record (972 students); reaccreditation by the Southern Association appeared reasonably assured, only awaiting the April visit of the review committee; the campus was in good repair; and the prospect of a new major building on campus was positive. When the Board of Trustees met on campus in March 1983 and reelected him to a second term as president, to run from July 1, 1983, to 1987, Dr. Adams accepted the call, and Mrs. Adams was presented with a bouquet of red roses. When asked if she had

anything to say, she responded, "If he stays, I'll stay" (Board Minutes, March 1983, 174).

New Program: Graduate Education

THE BIG NEWS ON CAMPUS THAT SUMMER CONCERNED THE WORK of a new committee recently assigned the task of reestablishing the framework for the proposed graduate program in education. In its spring meeting the Board of Trustees called for the establishment of a study committee for the master's degree program in education, which had been shelved in 1979 when the school was placed on private probation and a graduate program suddenly was placed on hold.

Actually the dream of a graduate program went back even further. In 1972 a cooperative arrangement had been worked out with Bethany Nazarene College to offer teacher workshops at Trevecca and give graduate credit through Bethany's Department of Education. The major activity, of course, had been the more recent arrangement with the University of Northern Colorado, which had produced nearly 250 graduates before it was closed down in the spring of 1981 because of opposition from several Tennessee graduate education schools who resented the out-of-state competition.

When the committee began its work in the summer of 1983, it needed only to review the plans made in 1978 and to set up the necessary administrative structure to launch the new department. Melvin Welch, then serving as director of alumni affairs, was appointed associate dean for graduate studies and began to put together the prospectus for the new program. Since the addition of a graduate-level degree constituted a substantive change in the accreditation level of the College, it required a special visit by a SACS evaluation team to establish candidate status for the institution. By late fall the prospectus was completed and sent to the members of the visiting team, who were scheduled to come to the campus in January 1984. The proposal called for the offering of two major concentrations within the master's program in education—elementary education and curriculum and instruction—each of which would require fifty quarter-hours of class work. Each student would be expected to

develop his or her own individualized program of study, guided by an academic advisor. Each student would also build on a core of basic courses by adding an enrichment emphasis in elementary education, middle school, secondary school, early childhood, or learning disabilities, depending on his or her interests and career goals (1984-1985 *Catalog* 52). The curriculum was designed to be offered during summer sessions in order to be convenient for practicing classroom teachers, and classes were projected to begin the following June 1984. The committee that developed the program and that would also be the policy-making body overseeing its operation included faculty members, campus administrators, and several public school teachers and administrators from the Nashville education community who would be able to add the practitioner's perspectives to those of the academic community.

When the evaluation committee visited the campus in January 1984, their response was very complimentary, and they described the new program prospectus as a "model piece of work." Candidate status for the elementary education and the curriculum and instruction concentrations was approved, while the classes for the Administration and Supervision Program were postponed until the summer of 1985. This status was affirmed at the SACS meeting in December, but it was retroactive to the first classes offered. When the first graduating class was ready, another team would be sent to determine readiness for full accreditation.

Trevecca had embarked on a new level of the educational enterprise—one that would bring a whole new type of student onto the campus and one that would in time take the College back into the surrounding communities across the state of Tennessee to offer higher education to the students who could not come to the Nashville campus to pursue that education. The College was moving toward the eventual development of a variety of graduate-level programs that would transform it into a university.

Entering the Computer Age

TREVECCA TOOK ANOTHER GIANT STEP FORWARD IN THAT SUMMER of 1983 when Don Irwin, an alumnus and a computer systems analyst with Nashville's First American Bank, was employed as the College's first full-time director of management information systems. That step signified the administration's commitment to computerize the operations of the College and to begin a systematic effort to prepare every Trevecca student to function in a world that was rapidly moving into the "information age."

As early as 1975 some of the College's registration and business records had been put on computer cards and converted to digital tapes by the data service of a local bank. Rick Egnor had worked out a time-share arrangement with a nearby community college whereby Trevecca's records would be transmitted by phone lines and stored in the other school's computer. Don Irwin, as a volunteer, had written programs for the Alumni Office and the Admissions and Development Offices, and by 1981 the records of those units were being kept in this off-campus computer. In the spring of 1983 the Board of Trustees authorized the purchase of a small computer and the employment of a full-time person to manage the system. Don Irwin was quickly identified as that person (Board Minutes, March 1983, 217), and he and Egnor worked feverishly through the following summer to design Trevecca's first on-line program for class registration. When the students arrived in September, the system was ready, and Trevecca had entered the computer age.

In the fall of 1981 the business department offered the first classes in computer information systems, using terminals connected to off-campus computers. Some personal computers were added to the campus laboratory class, and Egnor and Irwin taught computer classes in the evenings. In the fall of 1982 a computer information systems degree was announced, and the program quickly became a successful and popular part of the curriculum. Soon workshops were offered for faculty members who wanted to use the new technology in their offices and classrooms. When Don Irwin returned to the banking world in 1985, all of the College's records and reports were handled by the in-house computer system, and Trevecca was enjoying the

financial savings as well as the new level of efficiency made possible by modern technology.

Working to Build Enrollment

ALTHOUGH THE FALL 1983 ENROLLMENT WAS UP SLIGHTLY, AS HAD been the case for the previous three years, the increment was small, and national predictions anticipated a declining pool of college-age students. At its spring meeting the Board had appointed a committee to study recruitment and what other colleges were doing, and several suggestions had already been implemented. Each district superintendent had appointed a College recruiter on his district to coordinate efforts at attracting new students to Trevecca. The Admissions Office and the staff of Church Relations were working overtime, making contacts with prospective students. The problem of inadequate scholarship aid was discussed at all levels. An article in the February 1984 *Treveccan* reported that 90% of Trevecca students were currently receiving some part of the \$3 million provided annually by the College in financial aid packages, such as grants, loans, work-study wages, or some combination of those three. The advantages of changing from the quarter system to semesters were discussed, specifically as an aid to recruitment. In the fall of 1983 Dean Strickland appointed a special campus committee to study the possible benefits of converting to the semester calendar, and that change was eventually made four years later.

Some very tangible improvements were made on campus to make the school more attractive to potential students, such as the installation of central air conditioning in the Fine Arts Building in the summer of 1983. This improvement obviously made the classes and offices there more comfortable, but it also deprived passersby of the free "concerts" that had always been available when piano, soprano, or tuba solos wafted across the campus from the open windows.

In the spring of 1984 President Adams proposed that air conditioning be provided for all the women's dormitories as soon as possible, again with recruitment and retention of students as a goal. The

following fall the Board approved the use of church budget receipts in excess of 80% as a reserve fund to finance this project, and the next spring the Board added to that fund the excess of matching fund receipts over \$250,000 for that year. Eventually the College obtained a Kresge Foundation grant of \$100,000, and the women moved into cool dormitories in the fall of 1987, at a final total cost of \$564,000 (Board Minutes, Oct. 1987, 165). One can but wonder how many of those final individual contributions came from the harried fathers of young women begging for relief from the hot Tennessee Septembers.

Another effort toward the recruitment goal took place in the fall of 1985 with the creation of a marketing committee, whose task it was to investigate the health of the College's public image among its various constituencies and to promote a more positive self-perception among students and faculty. A local public relations firm was retained for a time to help with that task.

In 1986 a new category of scholarships was announced, based not on financial need but on academic achievement. Each valedictorian of a high school graduating class would be offered a full-tuition scholarship, and each salutatorian would receive a half-tuition remission. Additional grants were announced for children of missionaries. To provide funds for these new scholarships, the Board expressed its intention to intensify efforts toward raising the \$1-million scholarship endowment which had been proposed over the past several years, but several more years would pass before that goal was reached.

Pre-College Honors Seminar

IN THE SUMMER OF 1984, ANOTHER INNOVATIVE APPROACH TO recruitment was launched on the campus. Three years earlier President Adams had suggested that Trevecca might try a program that had shown some success among schools of Trevecca's type. The idea was to bring high school juniors and recent graduates to the campus for a summer session where they could spend several weeks in the college atmosphere and take some college-level classes for credit before they actually committed themselves to a particular college. This experience would then encourage them to come back in the fall

and become full-time students. Following a feasibility study, Jim Quiggins was asked in the fall of 1983 to organize this program, and it was launched the next summer as the Pre-College Honors Seminar. Students from across the zone were invited to come and spend three weeks, either in June or July, on the campus for a brief exposure to college life. High school juniors and seniors with a B average or better were eligible, and they could earn eight credit-hours in computer science, history, and physical education, hours which would become college credit when they registered as freshmen at Trevecca. The cost, including room and board, was very attractive—less than half the regular price for a similar class load.

This program ran for three summers and proved very successful as a recruitment tool, in that almost every student who attended the summer session returned to register as a freshman either that fall or the next year. The numbers of students who responded, however, never reached sufficient levels to prove economically feasible, and the program was discontinued in 1986 after serving some sixty-five students over three summers.

New Student Life Center

THE MOST VISIBLE CHANGE ON CAMPUS IN THE SUMMER OF 1983 was the demolition of McKay Hall. Students and faculty watched with mixed emotions as this landmark collapsed under the onslaught of the bulldozers, carrying with it the memories of several generations of inhabitants. Over the years McKay had housed women students, the cafeteria, print shop, bookstore, maintenance offices, and most recently Solomon's Porch, the student coffeehouse hangout. Some of the old bricks were cleaned and offered as souvenirs to those who would contribute \$100 to the new building which would rise on the site, and several were sold. On September 13 President Adams turned the first shovel of dirt at the groundbreaking ceremony, and actual construction of the student life center began in October. Construction took a year to complete.

Raising the money for the new building was a daunting task. Pledges from churches across the zone and from individuals almost

reached the original goal of \$2.2 million by February 1984, but slightly less than \$1 million in cash had been received by that date, and when that money ran out, a construction loan of \$900,000 was obtained from the bank to keep the work moving ahead. At the March Board meeting, Dr. Adams announced that an anonymous donor had provided the last \$60,000 needed to qualify the school to receive a \$200,000 matching grant from the Kresge Foundation. The drive was complicated somewhat by the fact that the effort to raise the money for the women's dormitory air-conditioning project was begun before all the necessary amount was raised for the student life center.

By October 1984 the new building was completed, and on October 16 the official dedication took place, with speeches by U. S. Congressman Bill Boner, Mayor Richard Fulton, and architect Don Jernigan. That evening featured a dress-up dinner in the new cafeteria to inaugurate the new facility. The building was named the Jernigan Student Life Center in honor of its architect, Don Jernigan, and his wife, Lee, whose generosity in previous years, in addition to his contributions to the project itself, made the dedication an appropriate one.

The Jernigan Center houses the cafeteria on the main floor, named the Apple Dining Room in honor of the generous gift from the Carlyle Apple family, members of First Church of the Nazarene in Nashville, who provided the furnishings and the kitchen equipment. A reception room on the main floor was named the McKay Parlor for a missionary to India who had died young in an accident; this room contains a collection of artifacts from the McKays' years abroad. Initially, the ground floor housed the book store, post office, student publications offices, and a recreation area, while the top level contained student government offices and conference rooms, and a large private dining room for use on special occasions. This "President's Dining Room" features a large crystal chandelier which adds a strikingly beautiful touch. Don Jernigan provided a sizable gift to furnish this room. Perhaps the outstanding feature of the Jernigan Center is its location, on the brow of the hill overlooking the city skyline of Nashville, with its glass walls facing the western horizon. Watching a Tennessee sunset from any of the dining areas is a moving experience.

Other Campus Improvements

DR. ADAMS HAD EARLY EMPHASIZED THE CORRELATION BETWEEN a pleasant campus environment and student retention, and his second term saw the completion of a number of projects that upgraded the physical facilities of the campus. The completion of the Jernigan Center freed several spaces across the campus, and several renovation projects were undertaken to make use of those areas. The old cafeteria in Bud Robinson Hall became the new Snack Shop, and a new laundry facility was incorporated into the building as well. The ground level of McClurkan was reconfigured into classrooms and offices for the new graduate education department. Smith Hall, originally built as President Mackey's home, had been moved once again to make way for the new Jernigan Building and relocated on the southern section of the campus. It serves today as a residence for faculty and administrators.

During these years a number of key properties surrounding the campus was purchased, acquisitions that would pave the way for future expansion. When the western end of Hart Street was finally closed in the spring of 1987, the College began a series of property additions and exchanges in order to provide access for the city to construct a new bypass road around the southern perimeter. These transactions were part of the agreement made with city officials in exchange for their closing Hart Street. Finally, in the summer of 1987 those transactions were completed, and the permanent fencing went up, securing for the first time the total western and southern boundaries of the campus. Several stages of lighting improvements were also begun during the preceding fall.

During the summer months of 1986 two projects were completed which added to the opportunities for students to pursue personal physical fitness. A quarter-mile asphalt jogging track was constructed at the eastern end of the campus, encircling the baseball field. A generous gift from the Hadley Hall family, of Kentucky and later Florida, in memory of their wife and mother made this long-planned addition possible. At the same time, a grant from the National Fitness Campaign helped to complete a new fitness court of exercise equipment at the side of the Physical Education Building.

Drive for New Scholarship Funds

A MAJOR FINANCIAL EMPHASIS DURING THESE YEARS WAS ON reaching the goal for scholarship endowment. As operating costs continued to rise and as tuition rates were raised to help pay the increasing expenses, the need for additional scholarships became a greater concern. By the fall of 1987 the average annual cost for a Trevecca student had risen to \$6525, and financial aid programs from the federal government were being cut severely. Local churches and districts were encouraged to increase their scholarship aid to their students, and in 1986 the trustees voted to commit all educational budget receipts beyond 90% to scholarships for students from the districts paying that surplus. Much of the money received through matching funds was also being put into scholarships. The annual Alumni Phon-a-thon continued to bring in money, and in two consecutive years the Teagle Foundation sent two \$15,000 checks to be applied to scholarship aid. The \$100,000 gift from the estate of Robert G. Benson, establishing an endowment in memory of his father and mother, Mr. and Mrs. John T. Benson Sr., was a significant boost to this effort. By the 1985-1986 school year, the various scholarship funds were producing some \$380,000 annually, still a relatively small percentage of the \$3 million being dispensed every year to students by the Financial Aid Office (Board Minutes, Oct. 1985, 80).

Other Financial Developments

OTHER AREAS OF FINANCIAL CONCERN ENGAGED THE BOARD DURING these years. A major factor behind the continuing cash-flow shortages was the increasing number of unpaid and past-due student accounts receivable. Efforts to collect these accounts were intensified, including an increase in the interest charged on outstanding balances, and for the first time an attorney was retained to pursue legal action against long-overdue accounts, a move that produced moderately successful results.

In 1984 the Tennessee Council of Private Colleges announced a bond issue which would make loans with attractive interest rates

available to member institutions, primarily for construction needs, but the program was never implemented by the state government, and so no benefit was ever derived. In the fall of 1984 the Trevecca All-Stars, the sports program booster club, launched the Bridge-Builders Insurance Program, whereby a supporter of the College could purchase a life insurance policy on his or her own life and name Trevecca as the beneficiary. The premiums would be tax-deductible, and the proceeds would become a gift to the school upon the death of the donor. The program was promoted across the zone but never produced a significant number of contracts.

In the fall of 1986 the federal government announced a program which became a true windfall for the College. It was a refinancing plan for outstanding federal construction loans, whereby the borrowing institutions would be allowed to retire outstanding loans at a 52% discount and to refinance the balance at a much lower interest rate. Trevecca owed \$1.9 million on several major buildings, and this arrangement meant a savings of \$672,000 over time, so by March 1987 the Board had made the necessary arrangements to take advantage of this offer. For once the saying seemed to be true: "I'm from the government and I'm here to help you."

Second Graduate Program: Religion

IN THE FALL OF 1987 CLASSES IN THE NEW GRADUATE RELIGION program began with forty students enrolled and with H. Ray Dunning serving as the first program director. Eleven of these students were enrolled in satellite classes in Lake Wales, Florida, which began at the same time. The course of study was designed primarily for practicing pastors, although a number of campus students enrolled in the program during the years after their graduation. A variety of schedules was initially attempted, but the format was soon changed to exclusively six-day seminars offered in two- to three-day sessions some weeks apart according to SACS requirement. The classes were mainly taught by regular religion faculty and occasional visiting lecturers who had special expertise. In October 1986 representatives of the Southern Association had made their initial visit to examine this

new program, and candidacy status was granted for a three-year period (Board Minutes, Oct. 1987, 88). Full accreditation for this program was granted in 1989, although the Florida site was closed after a few years because of insufficient enrollment.

Growth in Nontraditional Programs

THE GRADUATE PROGRAM IN EDUCATION CONTINUED TO GROW rapidly during these years. The Southern Association granted full accreditation in 1984, and the first graduates received their diplomas in June 1985. By the fall of 1986 there were 560 students enrolled on campus and in nine off-campus sites, and it was the largest graduate education program in the state. Two new majors—in administration and supervision and in counseling for grades K-12—were added that fall.

The Teacher Workshop Program continued to attract large numbers from the community and across the state. By 1987 the summer attendance figures stood at 746 individual teachers, plus another 238 who enrolled in classes offered during the school year, to make a total for the 1986-1987 school year of 984 enrolled (Board Minutes, Oct. 1987, 220). This statistic was second only to that of the record year 1969 when 1,047 had enrolled in the workshops. G. Lewis Pennington, who had conceived and built this program through the years, announced his retirement in December 1987. He could certainly take justifiable pride in the service rendered to thousands of schoolteachers across the preceding twenty years.

Changing the Calendar: Quarters to Semesters

THE STRUCTURE OF THE SCHOOL CALENDAR HAD BEEN A TOPIC OF debate for a number of years, but in the fall of 1984 Dean Strickland formed a study group made up of faculty, administrators, and students to look into the pros and cons of the two calendar systems. Some advantages of the semester structure were obvious. Moving from three terms to two would simplify processes like registration and advising and would reduce the number of examinations and grade-

reporting periods. Studies indicated that fewer students dropped out when they had only one break between semesters than when they had the two breaks dividing three quarters. Under the semester system revenue is divided more evenly across the fiscal year and the earlier spring ending date allows the student to get an early start on the summer job market. The fact that 60 to 70 percent of the colleges and universities in the country were already operating under the semester system permitted better coordination between schools for transfer students.

The quarter system, on the other hand, afforded a wider variety of course selection to the student, as well as a quicker end for a course the student was not enjoying. The longer Thanksgiving-to-New Year's break gave the student a better opportunity for a Christmas job.

While this study was moving forward, the Curriculum Committee was looking at the implications of such a calendar shift on the general education core which would obviously have to be restructured to fit the new system. The Academic Council was studying the changes that would have to be made in credit-hour requirements. Graduation would require 128 hours completed rather than 192, and the departmental major and minor requirements would have to be adjusted, with the three-semester-hour course becoming the standard academic unit. The study provided an opportunity to examine the entire academic structure in order to improve it.

At the fall faculty workshop in 1985 the faculty and administrators were presented with all the data and the implications of the change, and a general and lively debate ensued. When all the voices had been heard, the faculty voted 70 to 30 percent in favor of changing the calendar to the semester system, and the implementation was set for the fall of 1987.

New Look at Tenure, Promotions, and Sabbaticals

WHEN THE SOUTHERN ASSOCIATION TEAM PRESENTED ITS EVALUATION report that led to the 1984 reaffirmation of Trevecca's accreditation, team members expressed concerns about the policies in effect

governing promotion, tenure, and sabbaticals. In response to those concerns, Dean Strickland initiated a review of those policies, including a survey of the practices followed by Trevecca's sister Nazarene schools and a number of other colleges of similar size and religious orientation. Over the next year he formulated a proposal for restructuring those policies and presented it to a variety of faculty and administrative committees for their responses. The entire faculty discussed the proposals at the 1986 fall retreat, and the Board examined the proposed changes at its October meeting that year.

In the course of all these discussions there arose a number of questions that were proving difficult to resolve. The policy of granting tenure to teachers has always had its critics in American society, but it is a part of the educational scene at most colleges and universities. Trevecca's policy since 1977 had been to require seven years of successful full-time teaching before tenure was considered. If tenure was granted, then that person could not be dismissed except for some serious breach of trust or morality, as determined through due process. This policy obviously tends to reduce the flexibility of the administration's options in case the staff needs to be reduced in size, so the percentage of tenured faculty becomes an item of concern. In the fall of 1986 Trevecca counted 43% of its teaching faculty as tenured, a level not considered excessive. The proposed changes in the policy involved a more structured screening process for the tenure candidate and a limit of 60% for tenured faculty, so it was not considered too controversial.

Trevecca's promotion policies had evolved over a period of years and followed generally accepted norms. Promotion through the ranks from instructor to full professor depended on such factors as degrees held, years of classroom experience, and effectiveness in the classroom and was a fairly slow process. Here, again, the proposed changes involved a more careful statement of the policies in effect and a sharper delineation between teaching faculty and administrators, since the lack of clear distinctions between these categories had been one of the concerns expressed in the SACS report.

The area that aroused the most interest among the faculty was the sabbatical policy. The sabbatical leave is intended to provide the opportunity for a break from the classroom, to be used for some kind

of professional growth or scholarly activity that will result in increased teaching competence. Any college obviously has to limit the number of faculty taking leaves at any one time, and those proposed limitations raised questions among the faculty. Trevecca had no written policy governing that number, and the number proposed was three per year plus one during the summer, with no more than one per year for any department. The faculty was concerned that those limits would make it impossible for some faculty members to take a leave when they wanted it, even if they had fulfilled all the requirements and had submitted a reasonable plan for professional development. This situation would produce competition, which was seen as potentially divisive.

After much discussion revisions agreeable to all parties were made and were subsequently approved by the Board, along with new policies covering promotion and tenure. The number of sabbatical leaves was limited to four, with no more than one for any academic department, but summer leaves would not come under these limitations. A teacher applying for a summer leave would receive a stipend to help with the expense of the professional activity rather than receiving release time during the year.

These new policies were approved by the trustees at their spring 1987 meeting, and the result has been a more specific set of guidelines and a more systematic way of communicating those guidelines to the faculty (Board Minutes, March 1987, 116).

Student Successes

THE 1983-1987 QUADRENNIUM SAW MORE THAN ITS SHARE OF STORIES of student achievement in a variety of fields. The student business club, Phi Beta Lambda, continued to place in the top-ten awards categories at national competitions, and in the fall of 1985 Trevecca students won the largest number of first-place awards at the state convention for the third consecutive year. The February 1987 issue of *Trev-Echoes* announced that three of the four Trevecca accounting graduates who had taken the CPA examinations had passed all five

sections in the first round. That 75% pass rate compared favorably against that year's national average of 30%.

In the winter of 1985 twenty-six Trevecca students and two faculty members initiated what has since become a general church-sponsored program when they spent a week in Haiti as part of a course in cross-cultural communication, helping to build a new chapel on a Nazarene mission station. The Trevecca community raised \$5000 to provide the materials for the project. The following January another group traveled to Guatemala to work on a building for an orphanage. These trips have become annual campus projects. In 1987 these efforts were organized by the general church headquarters as the College and University Students Serving and Enabling (CAUSE) Program and are now sponsored annually by the Church of the Nazarene for all the denomination's colleges and universities.

Numbers of Trevecca's athletes have taken advantage of the opportunities offered by the denomination's "Athletes in Action" summer program and have traveled to various world areas to play ball and share Christ in a specialized Work and Witness context. Many students participate in the annual Youth in Mission programs directed from Kansas City, as well as in apprenticeships with agencies such as the Lamb's Club in New York City and the Community of Hope in Washington, D.C.

Closer to home, in 1984 the student government initiated a community outreach effort that is still flourishing. The students "adopted" the children at the nearby Berry Elementary School and became the "Berry Buddies." Trevecca students signed up to serve as tutors for the school children and also sponsored a variety of activities for the children, including a Christmas party with presents for all. Although the public school involved has changed through the years, this program continues to provide an avenue for exhibiting love as well as practical academic help for the less fortunate members of the community. Trevecca students continue to carry out J. O. McClurkan's original dream for his school: serving the community and displaying the compassion of the Master.

Trojans Are Winners

THE 1983-1987 QUADRENNIUM WAS THE MOST SUCCESSFUL AND the most exciting period in the history of Trevecca's intercollegiate sports program. Both the men's tennis and baseball teams enjoyed a succession of winning seasons. Tennis coach Alan Smith took his team to the national playoffs in 1986 and was named Coach of the Year for the district, and several Trevecca players were named to the All-American squads during those years. Baseball coach Elliot Johnson led his men to state and district championships in 1985, 1986, and 1987, and he was named Coach of the Year for the district in 1985.

It was the men's basketball squad that went the furthest. Coach Frank Wilson had been collecting a group of outstanding players, including Mac Heaberlin, Tim Bell, Avery Patton, and Scott Hiser, and in the winter season of 1986-1987 the team had phenomenal success. They won the conference with a 14-1 record and went to the national tournament in Kansas City ranked as one of the top eight teams in the nation. A busload of students, accompanied by a caravan of automobiles, traveled to Missouri to cheer for the Trojans, and the whole campus collected in the Jernigan Student Center to follow the action through a live hookup provided by the campus radio station. Alas, enthusiasm was not enough to carry the day, and Trevecca lost in the quarter-finals to Kentucky's Georgetown College. Still, that season will long be remembered as Trevecca's moment in the sun.

Radio Ministry

OVER THE YEARS, TREVECCA'S CAMPUS RADIO STATIONS HAVE played an increasingly significant role in the life of the community. Professor Harry Russell, who was then serving as chair of the speech department, first conceived the idea of a radio station that would combine Christian musical entertainment and education with the opportunity for interested students to gain practical broadcasting experience. In 1965 he wrote a grant proposal for federal funds and applied for the permit to construct and operate a station. The system

was built by student Bonifacio Fraustro. On May 23, 1967, WNAZ broadcast its first ten-watt signal from the studio in the basement of the Fine Arts Building, and the radio station was in business.

A succession of faculty members, including Gary Coulter and Jim Quiggins, served as directors of the station. A power upgrade to 500 watts was granted in 1977, and the studio was moved into larger quarters in the Tidwell Faculty Center. The format was changed to a more structured programming of news, information, and Christian music. About that same time a local Christian station was sold, and WNAZ moved into the resulting vacuum to offer a full schedule of contemporary Christian music programming to a wider community audience made possible by the higher power potential of the acquired station license. In 1979 David Deese was employed as a full-time faculty member to manage the station and develop a new degree program in mass communications, thus more fully incorporating the station operations into the academic program of the College. This new academic standing gave new stability to the station, and students began to move in greater numbers to the career opportunities afforded.

In 1983 the station was granted another power increase, to 1,400 watts, and new equipment was installed. A full-time operations manager was hired, and a systematic fund-raising program was designed, one that has proved highly successful. The news affiliation was changed to the Moody Bible Institute's International Media Service, and a more balanced Christian perspective was added to the news format. On September 1, 1986, WNAZ moved to a twenty-four-hour broadcast schedule, a giant step from its humble beginnings two decades earlier. The station has continued to serve the campus and the metropolitan community. Its further development will be covered later.

CHAPTER FIVE

The Adams Presidency— Third Term: New Programs and New Buildings

Third Election

THE BOARD OF TRUSTEES EXHIBITED THEIR SATISFACTION WITH President Adams' performance and their confidence in his ability when, at their March 1987 meeting, they gave Homer J. Adams their unanimous vote to serve a third four-year term as president of Trevecca.

During his second term, Adams had seen the operating budget of the College rise from \$6.5 million annually to more than \$9 million, while the amount of revenue received from educational budgets had increased from \$1.07 million to \$1.36 million, reflecting an increase in the payment of the allotment from 77% to 85%. He presided over a student body that was growing in size and diversity. The 1987 graduating class was the largest ever, with 149 baccalaureate and 322 graduate students receiving their diplomas. The student body came from an ever-broader geographical base—a 1984 count

showed representation from thirty states of the Union and every continent. A survey the following spring disclosed that 82½ percent of the students were Nazarene, but eighteen other denominations were also represented (*Treveccan*, April 1984; Feb. 1985).

Nontraditional Programs Continue Growth

PERHAPS THE MOST STRIKING DEVELOPMENT OVER THESE YEARS was the mushroom growth of the new graduate program in education, from a beginning enrollment of 21 in the summer of 1984 to almost 800 in the 1986-1987 school year, with 432 already having been graduated. This phenomenal expansion was already producing some problems in available resources as well as in logistics, all of which were addressed over the next few months.

The summer and fall of 1987 seemed especially busy for all the nontraditional programs. The summer education workshops brought 756 public school teachers to the campus, and another 700 were enrolled in the graduate education summer sessions. Classes for the new graduate program in religion began that fall as well, with forty students enrolled in the first seminar taught by General Superintendent W. M. Greathouse.

MHR Program Born

ANOTHER NEW PROGRAM BEGAN IN THE SUMMER OF 1987. Discussions had gone on for several years about ways to design programs for adult learners in the community who had completed some college work but who, for different reasons, had stopped short of graduating. Most of those people were working in careers and rearing families and so could not complete their college work within the traditional class schedules. A specially tailored program was going to be required to attract that kind of student.

The answer to that need was the Management of Human Resources Program (MHR, now the Management and Human Relations Program), and the first classes began in September 1987. This type of program had been designed and initiated by Spring

Arbor College in Michigan and was purchased as a program package from that school. It was already being successfully piloted at two sister Nazarene institutions. To be admitted to the program, prospective students had to have completed at least sixty-four semester hours of college credit and attained the age of twenty-five years. They could earn additional credit hours by documenting a variety of forms of experience. Classes met one evening per week. The instructional content was organized around ten modules, each lasting four or five weeks. These learning units focused on such topics as group and organizational behavior, research and statistical methodology, systems management, and human resource management and supervision, plus modules on biblical perspectives and values, which were designed to provide the unique Christian perspective to the entire curriculum. The faculty selected to teach in the program were given intensive preparation in teaching methodologies for adult learners so that the value of the classes, developed for students who would bring a wealth of maturity and experience to the classroom and cooperative learning, would be maximized. The capstone unit for the curriculum was the writing of a project thesis paper, based on original research within the student's work environment, under the guidance of a faculty coordinator. This project would incorporate all of the principles and skills that had been learned in the months of class work. The end result of all this work was the bachelor of science degree which emphasized management and communications skills for students who were already in mid-career but wanted or needed to complete their college work to advance in their professions and fulfill their personal goals.

The new program was successful from the start, with five groups of twenty to twenty-five students beginning the class cycle during the first academic year, and it has continued to attract students from a wide variety of professions and occupations. Area businesses, such as First American National Bank, Columbia-HCA Corporation, and the Saturn Corporation, sent large numbers of their middle management employees to Trevecca and in many cases paid for their education. MHR graduates became some of Trevecca's most vocal boosters and served as unpaid recruiters for the program among their business associates. Many of these graduates quickly received substantial promotions based on their new degrees, and a significant number

returned to enroll in the new Master's of Organizational Management Program, instituted in 1991. MHR has demonstrated that a program can be designed to meet the needs of a target group of students and that those students will respond positively and successfully to that program.

Concern about Nontraditional Programs

THE TOTAL FALL ENROLLMENT FOR 1987 WAS THE LARGEST EVER, at 1,727, with the nontraditional population, including the two graduate programs, constituting some 51% of the total student body. This large percentage of nontraditional students was causing concern on the part of some members of the College community, including some members of the Board of Trustees who wondered if a traditional liberal arts church college should have such a large component of students who did not fall into the familiar undergraduate, college-age, Nazarene categories. Undoubtedly memories of the old East Campus problems were still alive. Other questions were raised concerning the difficulty in maintaining the quality of instruction in such a rapidly expanding program as those in the graduate departments, as well as the distinctive Christian character of a Trevecca education. President Adams tried to address these issues in his conversations with the Board, and at the spring 1988 meeting he emphasized that "... our emphasis is on the undergraduate program. . . . Graduate programs must link directly with and be an extension of the major purposes and programs of the College" (Board Minutes, March 1988, 123). The other side of the coin had been addressed in the president's report to the Board at the previous meeting in October when he cited the continually shrinking pool of high school graduates and the national predictions that potential college students of the future would be found among older groups and ethnic minorities, both of which were being reached by Trevecca's graduate programs. Struggles to maintain quality academic offerings as well as the "Nazarene distinctive" were simply necessary components of the effort to reach those new groups (Board Minutes, Oct. 1987, 204).

In the middle of these internal discussions about the nontradi-

tional programs, the Southern Association notified the administration in the fall of 1987 that the rapid expansion in off-campus sites for the graduate education classes was being interpreted by them as a “substantive change” in the institution. As a result of this assessment, they asked for a self-study report by the College, to be followed by a SACS committee visit to the campus in February 1988. Trevecca learned later that the Association was responding to complaints by other Tennessee schools who maintained graduate education programs. They were objecting to the satellite classes being offered in communities where they had traditionally controlled the market, and they were accusing Trevecca of stealing their students and offering inferior academic preparation. The real issue seemed to be the fact that those schools had been unwilling to offer the flexible scheduling necessary to enable public school teachers to take classes during the school year, scheduling which attracted teachers to Trevecca’s Saturday class offerings.

When the SACS committee came in February, they spent three days visiting satellite classes and talking with graduate students, and they concluded that, save for a few minor adjustments, the program was healthy and recommended that it be affirmed. Their major instruction was that no new off-campus sites be opened without prior approval. When the Association voted that summer to affirm the accreditation of the graduate program, they further directed that the enrollment not expand beyond the existing number (900), and at that point the graduate program stabilized. Enrollments were later deliberately reduced by the administration to reflect more realistically the resources of the College.

As part of the effort to strengthen the graduate program, R. T. Williams joined the administration in 1989 as the counselor to the academic dean for adult education. He provided valuable assistance in that area for the succeeding three years.

The third Adams administration also initiated several new programs for the regular undergraduate students. In 1987 a major was introduced in music/business, and to support that program the department installed a modern high-tech recording facility that created the capability of producing commercial recordings. A bachelor’s of science in mathematics and computer science was introduced that

same year, designed to prepare students for entry into careers in computer design and applications. Also in 1987 the English department was reinstated as an independent academic unit after nine years as a part of the communications studies department. Annie Stevens had been employed to revive the program, and she soon had it back in operation as a popular major on campus, even initiating an annual "Shakespeare Day" each spring, when faculty and students presented drama and poetry in period costumes on the lawn, accompanied by Elizabethan music.

The Mackey Library took a significant step forward in the summer of 1990, when Trevecca was invited to join Vanderbilt University and several other area schools in a federally funded program sponsored by the National Science Foundation. The library staff under the leadership of Ray Thrasher and with help from several faculty members developed Trevecca's part of this project, which connected the College into a nationwide electronic communications network and the BITnet, a global electronic information exchange among educational institutions. Trevecca's library thus became one of the very first private college links to what was to become the early Internet system.

Also in 1990 an innovative new program was begun to provide an alternative track for highly motivated, academically talented students to complete a segment of their general core requirements in a more challenging environment. The teachers in this Honors Program formed an interdisciplinary team to present course materials in history, English, philosophy, science, literature, and fine arts. One of the unique features of the program was the final exam in which the students assumed the roles of historical personalities they had studied and responded orally to questions from all the faculty dealing with all the academic disciplines covered during the term. The program proved challenging and stimulating to students and teachers alike, but the economic realities of small classes and multiple instructors forced its demise after four years of operation.

New Emphasis on Planning

IN THE FALL OF 1986, AFTER SEVERAL MONTHS OF DISCUSSION BY the Institutional Planning Committee about the need for a long-range unified plan for the development and future expansion of the campus, the administration retained the services of a Nashville architect to formulate a master campus plan and to serve as a consultant toward the implementation of that plan. A \$35,000 grant from the Teagle Foundation was used to underwrite this project. In its spring 1987 meeting the Board adopted the resulting plan, which contained projections for several new buildings over the next decade, including a new chapel/auditorium and a new classroom building. A perimeter road around the west side of the campus, through the Benson Hall parking lot, was also planned, as well as several new parking areas. The quadrangle between the Mackey Library and McClurkan Hall was planned to become a well-lit commons area that would serve as a gathering place for students between and after classes.

One of the recommendations from the SACS visiting committee in February 1988 was that the College mission statement be revised to reflect, among other things, the new graduate programs which had been launched. This suggestion was promptly fulfilled when President Adams presented the newly revised statement to the Board at its March 1988 meeting. He introduced the discussion by asking that a committee be established to launch a "Decade of the Nineties Study" to chart the course of the College for the next ten years. The original five-year plans, formulated in 1983 in response to a recommendation from the Southern Association, were entering their last year of projections and would need to be extended in any case; however, a major impetus for such an initiative had just been provided by the Association concerning the five-year interim report which was coming up in June. SACS announced that the evaluation was now to be based, not on the overall statistics of the institution, but on the new Institutional Effectiveness section of the standards. This change would require the specification of the institution's goals and objectives, the procedures in place that would ensure that those goals were being met, and the evaluation process to be used to ensure the effectiveness of those procedures. Thus, the new emphasis from the

accrediting agency would be on planning and evaluation and on the provisions to facilitate compliance using the results of evaluation. This approach was a significantly new direction for accreditation evaluation, but it would furnish an excellent opportunity for the entire faculty and administration to chart the course for the school into the decade ahead.

The Decade of the Nineties Study Committee was immediately established, incorporating a broad representation from the President's Cabinet, the Board, faculty, and students. A permanent Committee on Institutional Effectiveness was also formed which would oversee the actual planning processes on campus. A consultant was hired to assist in the initial phase of this effort, and by the time the interim report was sent to Atlanta in June, the guidelines were established and the various departments were gathering data. By May 1990 when the next major report, which was for the graduate education department, was submitted to SACS, the new evaluation system was in place. The Association approved the report with several minor suggestions for improvement, which were immediately implemented. These guidelines are the framework by which the Association has evaluated the College in the decade of the nineties.

Efforts to Raise Scholarship Funds

THE COLLEGE'S INABILITY TO INCREASE TRADITIONAL UNDERgraduate enrollments, along with the growing numbers in the non-traditional programs, was a topic of discussion in most meetings during the late 1980s. Tuition went up every year to meet the ever-increasing costs of operation, but the amount of financial aid available to students had not kept pace. In the summer of 1987 the federal government announced that the major national loan program for college students would henceforth be restricted to lower income families, with the result that probably 20% fewer Trevecca students would be able to obtain those loans. A student editorial in the first *Trev-Echoes* issue in the fall of 1988 reminded the administration that the rise in tuition had outstripped inflation for the previous seven years and that

this increase was in the face of declining aid available through government grants and loans.

The administration worked hard to find money to fill in these gaps. The “90+” program, under which all educational budget payments received beyond 90% of the allocation was made available to those districts as scholarships, achieved success in several districts. Five districts put more than \$14,000 into their scholarship funds through that avenue in the 1986-1987 year, and the Pastors’ Scholarship Program continued to provide matching funds to students from local churches that paid their budgets in full.

In the spring of 1990 President Adams announced a renewal of the initiative to attract higher academic achievers to Trevecca. High school valedictorians would receive a full-tuition grant, and salutatorians would receive a waiver for half of their tuition for the first full year.

The search for money from outside the churches produced several new initiatives. In the fall of 1987 the “500 Club” was launched. Members were asked to contribute an extra \$100 per year in order to provide the extra \$500 which was frequently needed to bring a deserving student back to school when it seemed impossible to raise that last bit of tuition. A new Trojan Booster Foundation Fellows Fund was established through the efforts of J. Dwight Ragsdale and others to raise money for athletic scholarships. Efforts to bring the amount in the scholarship endowment fund to one million dollars moved ahead—but slowly. Several sizable gifts had brought the balance to slightly more than \$400,000 by the spring of 1989. A unique and very creative effort was launched in the spring of 1988 when the first TNC Golf Classic was held at Henry Horton State Park; ninety-four players produced \$2500 in scholarship funds with their entry fees. Under the initial direction of Toby Williams and now directed by Greg Runyan, this tournament continues to produce scholarships. The Matching Funds Program continued to produce declining amounts, due in part to the decision by at least one major corporation to stop matching payments to church schools. In spite of the fact that the Financial Aid Office was reporting more than \$4 million per year dispensed in a wide variety of student aid packages, it seemed impossible to keep pace with the increasing costs of tuition.

New Buildings and Campus Improvements

THERE HAD LONG BEEN A NEED FOR A LARGE SPACE THAT COULD be used by the students for the many activities that are a part of campus life. The Benson Auditorium was too small for many of these activities, and some were not appropriate for the chapel setting. The loss of the use of the Trevecca Towers Annex only highlighted the problem, and the students frequently reminded the administration of their need. As early as the fall of 1986, a needs assessment conducted by the Student Services staff produced a recommendation for such a building, and the Institutional Planning Committee presented a proposal to the Board of Trustees in the fall of 1988. The Board approved the concept, and a campus committee was formed to begin planning the building. At its spring 1989 meeting the Board of Trustees approved the plans for a 3600-square-foot addition to the north side of the Physical Education Building. This new facility would provide a large activities room for the students at a projected cost of \$250,000, and the Million Dollar Club pledged to provide \$60,000 of that figure. In the end that group gave \$150,000 toward the project, and when the building was completed in the fall of 1989, it was named the Tarter Student Activity Center in honor of R. E. Tarter, who started the club (See Tarter's story, p. 90). TSAC, as it is called, is heavily used for many kinds of student functions, from musical and dramatic presentations to the study area for the campus-wide nights of preparation for final examinations.

In its spring 1989 meeting, at the suggestion of President Adams, the members of the Board discussed the increasingly critical need for additional space for administrative offices. The administration had studied the problem for some time and had considered the use of spaces in the Tidwell Faculty Center and the Bud Robinson Building, but neither seemed adequate. The Board looked at a proposal to erect a new building on the east of the Administration Building, facing Lester Avenue, to house the College offices dealing most directly with the public, such as Admissions, Church Relations, Alumni Affairs, and Development. They decided to build, and construction began the following fall on a two-level, 7,000-square-foot structure. The new building was occupied the following summer,

with a final price tag of \$420,000. In the spring of 1991 it was named the Martin College Advancement Building in honor of Mr. and Mrs. Paul Z. Martin, whose gift of \$120,000 capped the fund-raising effort to underwrite its cost. As is always the case, both of these handsome new structures frequently elicit the comment "How did we ever get along without them?"

When the Board of Trustees discussed the naming of the new College Advancement Building for an appropriate donor, President Adams turned the discussion to the absence of names on the three remaining major campus buildings. In its spring 1990 meeting the Board decided to name all of these structures for men who had served as presidents of the College, so at a ceremony following the June 1990 Commencement, with Dr. Greathouse attending as the guest of honor, the Business and Science Building was named the William M. Greathouse Business and Science Building. During Homecoming festivities in November 1991, the Mark R. Moore Physical Education Center and the Homer J. Adams Administration Building were dedicated, with the parties so honored present as special guests. Finally, every major campus building carried the name of a person who, in the words of the charge given to the naming committee, "had made a difference" in the life of Trevecca (Board Minutes, March 1990, 117).

Several major renovation projects were also completed during this period. The new Martin Building opened up the offices vacated by its new occupants, but those old spaces had to be renovated and, in some cases, reconfigured in order to accommodate the new tenants. Wise Hall, located on the far southeast corner of the campus, had originally served as an honors dormitory for men. The erection of Benson Hall had made that space less necessary; consequently, in 1987 Wise Hall was completely refurbished into twelve two-room suites to accommodate campus guests and an occasional student overflow, as in the fall of 1988, when the peak enrollment forced the administration to house graduate students in Wise Hall. During the following year the ground floor of Johnson Hall was renovated, and seven guest rooms were constructed and furnished there. During the 1988-1989 fiscal year, more than 2,000 individuals used guest facilities while visiting the campus.

Also during this time the southern half of Tidwell Faculty

Center's ground floor was completely rebuilt into office space and furnished to serve as the new quarters for the MHR Program. A beautiful addition to the Fine Arts Building auditorium was provided by the Million Dollar Club in the spring of 1988 when they purchased and presented to the school the nine antique Austrian crystal chandeliers which now grace the recital hall in that building.

Several more empty lots facing Hart Street and Lester Avenue were also purchased during these years, moving the College closer to the long-term goal of owning all the properties fronting these two streets.

When the Board of Trustees met in October 1988, members were informed that a number of projects had been completed during the previous summer to further implement the details of the Master Campus Plan. One hundred nineteen new parking spaces had been paved and marked in several campus locations, and the inner drive traversing the western side of the campus had been completed. In addition, the newly purchased industrial building at the western edge of the grounds had been completely renovated and fitted for its new use as the major center of operations for the maintenance department. A new eight-foot-high security fence had recently been erected across the full length of the western and southern borders of the campus, thus stopping all foot traffic across those sides of the property. A number of modifications had also been completed to bring the campus into compliance with the new federal law mandating access for handicapped students. These changes included new access ramps into the McClurkan and Fine Arts Buildings and the installation of curb breaks for wheelchairs. The bids received on the construction of the commons area were much higher than anticipated, and so that idea was tabled indefinitely. These projects added greatly to the physical security and convenience of the campus, although most of the needed funds came from operating revenues, rather than from special gifts, a fact that would later have a negative financial impact on the College.

Student Life

LIFE ON CAMPUS DURING THESE CLOSING YEARS OF THE 1980S CONTINUED to consist of a blur of activities—academic and otherwise. Opportunities for community service abounded, with new ones opening up frequently. “King’s Kids” and the MOT teams stayed busy on weekends, and a number of students were involved in tutoring programs for local schools and Y-CAP, a local YMCA rehabilitation program for at-risk teens. The College and University Students Serving and Enabling (CAUSE) and the Youth in Ministry (YIM) Programs continued to enlist many students. The August 1990 edition of the *Treveccan* reported that all YIM trainees for the 1990 summer assignments had been trained for their puppet ministry by Trevecca alumni of the program—Steve Pennington, Cindy Holmes, and Scott Adkins. The June 1989 *Treveccan* carried an exciting story about the fruits of these kinds of ministry programs in its feature about Denise Sheltra, then a recent Trevecca graduate from Charlotte, North Carolina, who had been won to the Lord as a child in a Trevecca-student-led Sunshine Club. Years later when Denise was a student in Nashville, her college pastor was Finley Knowles, one of the students who had conducted her Sunshine Club back in Charlotte.

The traditional singing groups continued to travel across the zone representing the College in the local churches, and these groups did their share of foreign travel during the summer as well. The Ambassadors men’s choir went to England in 1988 to participate in the national celebration of the 250th anniversary of John Wesley’s Aldersgate experience. They sang in the Wesley Rally at Manchester and then visited the original Trevecca College in Wales. Those are the kinds of opportunities that greatly enrich the college experience and create memories for a lifetime. In the spring of 1991 the Ambassadors received the Tennessee Governor’s Outstanding Achievement Award for the goodwill which their many tours generated for the people of Tennessee.

Back on campus, the spiritual tone of the student body reached several high points during these years. In the spring of 1988 Gene Williams and William Greathouse served as visiting preachers for two separate weeks of spiritual revival, and the students responded

warmly to both of those men. Then the following spring Chuck Millhuff came to preach for the annual Benson Lectures, and the impact of those services was widespread and long lasting. Prayer groups of students and faculty had prepared the way with two weeks of intercession, and God honored that commitment with a real visitation of His Spirit. A report in the April 1989 *Treveccan* summed up the feelings of many on campus following these services:

A feeling of expectancy . . . standing-room-only chapel crowds . . . a full sanctuary with spillovers into the overflow space . . . laughter, triumphant voices raised in song . . . altars filled to overflowing with the first three pews turned into mourners' benches . . . service clubs uniting together in prayer . . . joyous victory spreading across campus to the dormitory, classrooms, and the basketball court. This is revival . . . these have been life-changing days. . . .

The January 1990 edition of *Trev-Echoes* reported a midnight prayer meeting on campus that drew almost one hundred participants and ended with a march around the campus and singing and praising. The writer observed that the fallout from this meeting was a rash of Bible study groups across the campus and an upsurge in participation for the outreach ministries. These events are the kinds that change lives and provide a unique characteristic of a Christian college experience.

Later, in the summer of 1990, Trevecca's ministry to the community was expanded when the College purchased a second radio station, WENO-AM, and Trevecca became the only Nazarene college to operate both AM and FM stations. A second FM station, WNRZ-FM, has been added, with broadcasting facilities located in Dickson, Tennessee, at the Tennessee Nazarene District campground.

Operation Desert Storm Touches Trevecca

CERTAINLY THE MAJOR POLITICAL EVENT OF THE PERIOD WAS THE military buildup of Desert Shield and then the Desert Storm operation which began in January 1991. A number of Trevecca students were in the reserves or national guard units, and they soon left for Saudi Arabia. The College immediately announced that full tuition

refunds would be granted to those who had to go or that arrangements would be made where practical to enable them to complete their work by correspondence from their duty stations. The student government quickly organized a program of correspondence with students or relatives who were serving in the Gulf area, and everyone was urged to pray for them and for the nation's leaders. A prayer board was installed on the campus bulletin board with the names of everyone affected, and red, white, and blue bows were posted all over the campus, connected by purple ribbons, to remind the community to pray. A number of reports and editorials commenting on the crisis appeared in the *Trev-Echoes* issues in the spring of 1991.

The Gulf War provided an unexpected opportunity for students and faculty alike to examine the role of biblical interpretation in relation to current world events. The discussion of that impending action was accompanied, the reader may remember, by a heated debate among the Christian community as to whether Saddam Hussein was the antichrist and whether the conflict would be Armageddon at last. Ray Dunning was asked to speak to the campus community in a chapel service and then to lead a forum discussion two days later about the difficulties in applying Old Testament prophecies to modern events. He observed that most popular perceptions of prophecy were more akin to 19th century dispensationalism than they were to New Testament teachings and that most of the Armageddon talk of those weeks fell into that category. He also emphasized that any such discussion must be accompanied by Christian open-mindedness on both sides. His message stirred a lot of heat and shed some light on campus and across the zone, but of course the war ended quickly and the world continued to stand, so his argument stood, at least for the time.

New President Chosen

IN HIS REPORT TO THE BOARD OF TRUSTEES AT ITS FALL 1990 meeting, President Adams announced his intention to retire at the close of his four-year term in June of 1991. The Executive Committee of the Board immediately named a Search Committee,

whose task would be to gather names of prospective candidates. The faculty and the students were also solicited for suggestions. When the Board met in March 1991, the Search Committee presented its short list of six candidates, and after several ballots were taken, their choice was Millard Reed, then serving as senior pastor of First Church of the Nazarene in Nashville. Chairman of the Board Talmadge Johnson was asked to notify Dr. Reed of his election and to report his response to the Board. That task proved a bit more difficult than it first appeared, since Dr. Reed was then vacationing in Thailand, but contact was made, and Dr. Reed requested some time to pray over the decision. Dr. Reed soon announced his acceptance, and the election was finalized.

Clouds on Financial Horizon

MEANWHILE PRESIDENT ADAMS MADE HIS 25TH AND FINAL report to the Board. It was a positive report. The list of accomplishments during his twelve-year administration was impressive. The annual operating budget of the school had grown from \$4.4 million in 1979 to \$11.3 million for the 1990-1991 year, and the 1990 audit showed a \$1-million balance in the current fund. Educational budget receipts had grown steadily from \$805,000 in 1979 to \$1,540,000 in 1990, although the percentage of the allotment received had dropped slightly. The amount of endowment invested for scholarships had risen from \$28,000 in 1979 to \$1.3 million, and the balance in the regular Endowment Fund stood at \$2.6 million. The total debt obligation on the \$38-million campus was projected to be paid off in 1997 if the current schedule of payback was maintained (Board Minutes, March 1991, 212). This extremely strong equity position, which had always been a priority with President Adams, was soon to prove a valuable asset to the incoming administration as its members dealt with the cash flow problems soon to be revealed. President Reed later observed that the absence of a heavy debt made the financial recovery of his first year in office a much easier process. Two major buildings, the Jernigan Student Center and the Martin Building, plus a major addition (the Tarter Student Activities

Building) had been erected, and several major renovation projects, including the complete refurbishing of McClurkan Hall, had been completed without any addition to the long-term debt.

On the negative side the College was struggling with a persistent cash flow shortage that had produced an operating deficit in the current fund for the year so far. This deficit was the result of several forces, not the least of which was the rising level of unpaid student accounts, a perennial problem. The outstanding balance had remained above \$1 million for the past few years, and it had actually reached \$1.9 million on one occasion (Board Minutes, Oct. 1989, 57). This balance came from two sources: funds pending from federal and state agencies and bank loans which students had applied for but had not yet received. Much of it consisted of amounts owed by students who had graduated or had left the school without paying their bills. Various efforts to collect money in this last category had produced little cash. Other problem areas included slow budget receipts from the churches at the end of the fiscal year and steadily decreasing revenues from the Matching Funds Program, which had peaked at more than \$500,000 in 1988. The administration had responded in the previous December by imposing severe spending restrictions, and the financial picture seemed to be stable.

In other areas, the school had made great strides forward. The two graduate programs were flourishing, and the new MHR Program was growing in numbers every year. In Dr. Adams's twelve-year tenure the number of baccalaureate major programs had increased from thirty to forty-seven, and the full-time faculty had increased from thirty-six to sixty-one. The percentage of faculty holding earned doctorates was up from 30% to 44%. The College had made the successful transition from the quarter to the semester system, and a comprehensive, campus-wide system of planning for institutional effectiveness was in place. The largest graduating class of baccalaureate students in Trevecca's history received diplomas in 1991 (263 students) with the two master's programs graduating an additional 385 individuals. By all measurements, the Adams administration had been an eminently successful one.

Meanwhile on April 15 the financial statements for the first nine months of the fiscal year were produced, and the financial problem

was suddenly revealed to be a crisis. The operating deficit for the period was \$624,000, with the possibility of its reaching \$1 million by the end of June. The sources of the problems were obvious, and they had all converged to precipitate the crisis. Educational budget receipts were short for the year by almost \$100,000, the revenues from matching funds were down by another \$100,000, and the unpaid student accounts had shot back up to \$1.7 million. In addition, although the head count of undergraduate students was down only by one, the number of credit hours was down an average of one per student, and that decrease resulted in a shortage in tuition receipts of more than \$200,000.

Not only had the impact of these shortages not been anticipated soon enough, but, in response to the recent recommendation of an excellent consultant, several new administrators and staff personnel had been employed in an effort to attract and retain new students. Several other new staff members had been added to intensify the efforts to collect the outstanding student receivables. These additional financial outlays were then left uncovered by the failure to increase tuition revenues. The result was a fiscal crisis of serious proportions.

On May 3 President Adams mailed a letter to the members of the Board, explaining the problem and outlining his recommendations for dealing with it. He proposed a reorganization of the existing debt structure, moving some short-term bank notes to the status of long-term mortgage loans. Accelerated payments on several mortgages should be suspended immediately. Negotiations should be opened with the bank for a \$1.5 million loan to carry the school through the summer months. Obviously, increased giving should be encouraged from every source, every economy must be practiced in the daily operation of the school, and efforts must be made to increase student enrollment for the fall term.

All of these recommendations were immediately put into motion. The loan request was presented to the First American Bank on May 13, and the officers took it under advisement. An administrative team reworked the 1991-1992 proposed budget and trimmed some \$600,000 from the one already approved by the Board. On May 15 Dr. Adams dispatched a second letter, this one to the district

superintendents, urging them to increase the payment levels on their budget allotments and to send in any amounts that may have been due but unpaid.

Dr. Adams ended his letter to the Board with an expression of disappointment in the turn of events: "I am heartbroken that things took a turn for the worse in my final year. I wanted the College to be turned over to Dr. Reed in the best condition, and such is not the case." Nevertheless, his faith shone through the gloomy picture: "God's promises are true and I believe He will help us in this situation." That faith was to be justified beyond anyone's expectations in the months to come.

The faith which the faculty and students had always placed in their president was clearly visible in the demonstrations of love which were made in the farewell celebrations for Dr. and Mrs. Adams that spring. At a special honors recital in March, the Department of Music dedicated its new digital harpsichord to Homer Adams, and following a concert played on that instrument, the faculty and students declared the president an honorary music major. Later during Commencement weekend, the Adamses were honored at a reception and presented with a gift. Then, in a ceremony following the Commencement exercises, the Administration Building was renamed in Dr. Adams's honor.

Another era in Trevecca's history was ending, even as a new one was beginning. As Millard Reed took up the reins of leadership at this very difficult juncture, God would once again prove himself faithful to His promises, and the people who loved the College would once again prove themselves faithful to the challenge. The Nazarenes of the Southeastern Educational Zone would rally behind the school and its new president, and all of us would witness another miracle in the ongoing life of Trevecca Nazarene College.

CHAPTER SIX

The Reed Years—First Term: Moving Toward Stability

New President

THE MAN WHOM THE BOARD OF TRUSTEES HAD SELECTED TO serve as Trevecca's tenth chief administrator in the spring of 1991 was no stranger to Nazarene higher education or to the Trevecca campus. Though born and raised in Missouri, which is considered a "border" state by unreconstructed Southerners, and educated at one of the "other" Nazarene colleges, Millard Reed claimed to be a naturalized Southerner by virtue of his seventeen-year pastorate in Nashville. Following his baccalaureate education at Olivet Nazarene College, he completed the master's of divinity at Eden Theological Seminary in 1961 and the doctor of ministry degree at Vanderbilt University in 1979.

After serving pastorates in Missouri, Wisconsin, and Kansas, he accepted the call to Nashville First Church of the Nazarene in 1974, and he and his charming wife, Barbara, enjoyed a flourishing ministry there until his move "across the river" to his new assignment at Trevecca. During his years as a pastor he also served as adjunct

faculty at Olivet, the Nazarene Theological Seminary, and finally Trevecca. The close relationship that has always existed between Nashville First Church and Trevecca certainly provided the opportunity for an unusual depth of involvement with the College community during his years in that pastorate. It appeared that Millard Reed was uniquely qualified to take the helm of Trevecca Nazarene College as it found itself in turbulent seas, and future events were to confirm that he was God's man for the hour.

In an editorial that appeared in the *Treveccan* soon after his election, the new president used the imagery of Janus, the mythological god who looked both ways, backward and forward. He saw the days ahead at Trevecca to be days to look both ways. "It is time to look back with great appreciation," he said. "I join the 12,767 alumni around the world who, looking back, pay tribute to Homer Adams. . . . But [the god] not only looks backward, [he] also looks forward . . . I assume leadership in challenging times! . . . God is guiding. . . . Trevecca's best days lie before her. . . ." (*Treveccan*, June-July 1991). Just how challenging those days would be was yet to be revealed.

Dealing with Financial Crisis

THE DAY AFTER HE CONFIRMED HIS ACCEPTANCE OF THE ELECTION, Reed met with President Adams to discuss the transition of leadership and specifically to clarify the financial situation at the College. The accounting data available at that time led Dr. Adams to believe that the problem was primarily one of cash flow but that the fiscal status of the College was basically sound. Dr. Reed, however, sensing a need for outside, expert opinion, asked Gerald Skinner to serve as a consultant until the full financial picture could be determined. Skinner had a long history with First Church and with Trevecca, having served as professor and department chair in the business department for seventeen years before his resignation in 1987 to devote full time to his computer business. Dr. Reed also asked Willis Snowbarger to come as a short-term consultant for the academic areas of the school's operation.

After several days of intensive examination of the records, Dr. Skinner concluded that the school was operating at a deficit

approaching \$1.2 million for the fiscal year thus far, and that the deficit would continue to increase unless immediate action was taken. Indeed, when the final audits were completed in September, they revealed an operating deficit for the year of \$1.3 million. Inadequate accounting and reporting procedures had allowed the situation to reach crisis proportions before the administration was aware of the depth of the problem.

Stephen Nease, then serving as commissioner of higher education for the general church, was immediately notified and came to lend his expertise as well. He suggested that Ramon Richards be asked to come and serve as financial officer for the school, at least as long as it took to solve the problem. Richards had served well as Trevecca's business manager some twenty years earlier and had seen Bethany Nazarene College through a similar financial crisis in the past, and so he was familiar with Nazarene college finances. He accepted the call and immediately began to work for brief periods until he officially assumed office June 1, 1991.

The most pressing problem facing the administration was the financial shortfall, and on May 1 President Adams and Board Chairman Talmadge Johnson conferred with officials of the First American Bank about the immediate need for funds. When the loan officers looked at the updated financial statements, they decided to call in the existing unsecured line of credit that the College had maintained for the past several years, which then had a balance of \$450,000. They demanded an appraisal of the major campus buildings before they would reinstate the loan, which could then be secured by campus property. Since such an appraisal would be very expensive, Dr. Adams asked for some time to consider alternatives. On May 15 Dr. Reed, accompanied by Gerald Skinner and Ray Richards, conferred again with the bank officials, but they left with no agreement.

Friday, May 31, was the regular day scheduled for paychecks, but adequate cash was lacking, and the administration announced that the checks would be a day late. Over the weekend, miraculously, sufficient money arrived in the mail to permit the distribution of payroll checks on Monday, and so the crisis was temporarily deferred. Later that week, Dr. Reed, Dr. Skinner, and Ray Richards traveled to Atlanta and met with the district superintendents and several

members of the Executive Committee. At that meeting several districts advanced to the College varying amounts from their reserve funds, a total of \$600,000, which was sufficient to carry the school through the financial requirements of the summer. Once again, Trevecca's church family was rallying behind it in a time of need.

Building the New Cabinet

DR. REED HAD ALMOST IMMEDIATELY BEGUN TO RECRUIT HIS NEW administrative staff, and by the time he officially assumed the office of president July 1, several members of the new Cabinet had been selected. Ramon Richards had assumed his role as chief financial officer June 1, and Claude Diehl became vice president for institutional advancement July 3. Jan Forman came from his position as minister of Christian education at Nashville First Church to assume the new title of dean of enrollment services. Melvin Welch, who had served Trevecca in a variety of roles, most recently as director of admissions, was named administrative assistant to the president and dean of the Graduate Education Program. William Strickland, who had served with distinction as academic dean for seventeen years, had resigned in May to return to the classroom, and President Reed had invited Robert Griffin to take that position. Since Griffin could not come till August 1, Strickland agreed to serve through the month of July in order to guarantee a smooth transition. Bob Griffin had a life-long connection with Nazarene colleges. He had taught at Bethany Nazarene College for twelve years, serving as academic dean during the last several years, and then he had been vice president for academic administration at Panhandle State University in Oklahoma for ten years and then president during his last year there. He had retired in January but agreed to serve at Trevecca for one year as an interim appointment. He arrived August 1. Steve Harris continued in his position as the dean of student life.

Hard Personnel Decisions

AT THIS POINT A DIFFICULT DECISION HAD TO BE MADE. A SERIOUS financial situation usually requires drastic reductions in expenditures as well as increases in revenues. Employee payroll makes up a heavy portion of the expenditures of any enterprise, and the new administration decided that significant reductions in the payroll must be made. Thus on July 1 twenty-three staff positions and one administrative position were terminated. Several of these were positions that had recently been added, and middle managers were asked to eliminate one or more staff positions from each of their areas of responsibility. All the persons who were terminated were given four weeks' severance pay, double the normal amount, and a local placement firm was retained to help them find new positions. On the afternoon of July 1, 1991, President Reed called a meeting of all administration and staff to explain the situation and the reasons behind it. This time was a very painful one for the entire campus community, both for those who had to leave and those who stayed, many of whom would have to assume a heavier work load to compensate for the vacated positions.

In addition to the drastic budget cuts which were put into effect during that summer, a sizable financial savings was achieved by terminating and buying out the contract of the professional maintenance service which had been used by the College for several years.

Accreditation Crisis

ANOTHER CRISIS HAD BECOME APPARENT SOON AFTER DR. REED'S election. Discussions with Dean Strickland had revealed that an accreditation visit by the Tennessee State Department of Education was scheduled for the coming October, when the entire range of education programs was to be evaluated. The evaluation would be based on a self-study that was due in the state office in August, and as of the middle of April no one had been assigned to compile that document. A loss of accreditation would constitute a major blow to those programs, and immediate action was required. Dr. Reed contacted the

appropriate official in the State Department of Education, and when he explained the situation, she graciously granted a fourteen-month postponement of the visit. The condition on which this postponement was granted, however, was that within sixty days the president would return with a new team in place and a strategy and calendar for preparation for the committee's visit.

In the wake of this crisis, the interim director of the Graduate Education Program resigned, and at that juncture Melvin Welch was asked to assume leadership of the graduate education area. The program had seen four directors come and go in the previous five years and had suffered from the resultant instability. To coordinate the activities of all the programs involving teacher preparation and training, the undergraduate and the graduate education programs and the summer workshops were all combined under one division, the first such designation on campus, and Melvin Welch was designated as the dean of the Division of Education. This divisional structure was to be progressively applied to the entire academic area over the next decade.

Consultation with advisors on and off campus, including the State Department of Education, had convinced President Reed of the necessity of immediate retrenchment in the graduate education satellite system, both in number of sites and number of students, so as to better conform to the available resource base of the College, so on July 9 he announced the closing of the sites in Memphis and Chattanooga. This action immediately reduced the graduate enrollment from 750 to 300, with the accompanying reduction in tuition revenues. Joe Moses, an alumnus who had recently retired from a public school career, was employed as the assistant to Dean Welch and began to strengthen the administrative system of the graduate program. In addition, work was begun to organize the self-study team that would prepare for the Tennessee State Department of Education's accreditation visit one year hence.

Restructuring of Cabinet and Board

IN ADDITION TO DEALING WITH THESE CRITICAL AREAS, PRESIDENT Reed had begun to institute a series of structural reorganizations in

the top levels of his administration, as well as in the Board of Trustees. The major functions of the school's administration were reconfigured into four new divisions headed by vice presidents: academic, financial, institutional advancement, and church relations. The vice presidency of this last position was the only one that was not filled before the end of the summer. In addition, two deans would direct the functions of enrollment services and student services. The former office would have responsibility for admissions, recruitment, retention, student financial aid, and the office of the registrar. Jan Forman was tapped for that position. Steve Harris, dean of student services, was the only member of the new Cabinet who had served on the previous one, and his area of responsibility remained largely unchanged, except for the removal of the retention activities. In his capacity as administrative assistant to the president, Melvin Welch sat on the Cabinet as a nonvoting member and served as its secretary.

During the summer each Board member had received a survey instrument from the new College administration, soliciting opinions on a variety of functions which affected the operation of the Board and the lines of communication between the administration and the Board. When the survey responses came back, they revealed that several concerns were widely held among Board members. Many felt that the Board organization was too complex and permitted too little time for any Board member to sufficiently consider any one issue or function of the College. Some expressed concern that they had not been receiving timely and adequate reports on the financial status of the school, and many saw a need to involve Board members earlier and in more depth in the planning for the College and its programs. Several meetings were held with the Executive Committee of the Board during the summer, and when the full Board met in October, the president announced a fairly extensive restructuring of the Board and its procedures, partly in response to the survey results and partly to match more efficiently the new Cabinet structure on campus. Rather than the previous structure of the Board, which was organized into twelve standing committees with many members serving on several different committees, the new structure established seven committees of seven members each. Each committee corresponded to one of the new Cabinet functions, and each Cabinet member served

as the resource person for the corresponding committee. Membership on the committees was determined by preference as far as was feasible, with consideration for tenure and district representation. This system worked well and has remained the basic structure in the succeeding years.

Positive Signs in Finances and Enrollment

WHEN THE BOARD MET IN OCTOBER 1991, IT MUST HAVE BEEN obvious that the new president had been busy and that he had quickly grasped the reins of the institution. Much of the news they received was good, and the reports by the Cabinet were positive. The bank was so impressed by the payment in full of the line of credit that they had agreed to extend the secured balloon note of \$432,000, which was to come due the following spring, for a period of seven years. Another \$250,000 had been made available when a South Carolina layman, Don Waggoner, bought back a piece of property which he had previously donated to the College. A considerable savings was projected as the result of several adjustments in financial procedures, such as the reduction of interest payments on borrowed money and the elimination of bank overdrafts and penalties on bills for services which were paid late.

In spite of a larger freshman class, total enrollments were down slightly, especially in the graduate education satellite classes, but Dean Forman announced an aggressive recruitment program for the coming year. The regular Freshman Orientation session at the opening of the fall term was unusually upbeat, and parents of the new students closed their meeting with a pledge to pray and fast every week for their freshmen. These prayers seemed to bear immediate fruit when Stan Toler, the new pastor at Nashville's First Church of the Nazarene, held an unusually successful revival early in the semester. Thus, in spite of all the problems and uncertainties, the general atmosphere on campus, among students and faculty and administrators alike, was optimistic, as if everyone was waiting expectantly to see what God was going to do.

New Emphasis on Planning

ANOTHER MAJOR INITIATIVE, ANNOUNCED AT THE FALL MEETING of the Board, became a major undertaking and produced significant long-term results. For years various attempts had been made to formulate a process and a framework for long-term planning for the College as a whole. A series of departmental one-, three-, and five-year plans had been put together and updated over the past decade, but a sustained campus-wide effort to plan for long-term direction and development had never been wholly successful. When Claude Diehl made his first report to the Board as the new vice president for institutional advancement, he reported that one of his assignments from President Reed was the development of a total institutional strategic plan, which would include defining the mission of the College, assessing the status and the needs of the institution, and developing institutional goals for the total campus. This task proved to be a major undertaking, consuming many hours of intensive labor over several years, and it eventually produced the document that has become the guide for the operation of Trevecca. Claude Diehl directed that work as a significant part of his responsibilities until he decided to reenter the business world in 1994.

Inauguration: New Challenge Articulated

THE HIGHLIGHT OF THE WEEK OF BOARD ACTIVITIES WAS THE inauguration ceremony for the new president, held on Monday morning, October 14, 1991. The festivities had opened the previous Sunday evening with a Holiness Heritage Celebration at Nashville First Church of the Nazarene, when all the area churches had joined the College community for a great rally to focus on the holiness tradition represented by the College and to hear the College music groups present an inspiring program of the great hymns of the Church.

The next morning the community gathered in the gymnasium to see the new president officially installed. Fifty-five years of leadership were represented on the platform that morning as the three living presidents, and Lyla Mackey representing her husband, joined in the

inaugural festivities. Dr. Reed pledged to "... commit myself to the spread of scriptural holiness through the lands, and I earnestly call all the constituents of the College to join me in the commitment." He expressed his dream that Trevecca be known as the "outstanding college in the holiness tradition for the recruiting, training, deploying and continued training of Christian workers. . . . In the immutable design of God, may revival fires flame out from Trevecca to engulf the world" (*Treveccan*, winter 1992). A series of seminars was hosted that afternoon by faculty scholars on various aspects of the holiness movement in America, and the day closed with the annual dinner for the trustees, faculty, and administrators of the College. It was a memorable day to usher in a new era in Trevecca's history.

More Faculty Changes

IN THE MIDST OF THIS BUSY AGENDA OF A COLLEGE OPERATING in crisis mode, the normal campus activities continued. The Department of Religion had lost two prominent teachers during the summer when Don Dunnington left to become vice president of academic affairs at Southern Nazarene University and Hal Cauthron assumed new duties as rector of the Nazarene Theological College in Swaziland. Cauthron later served as rector of Nazarene Theological College in the Republic of South Africa. Tim Green came that fall to teach in the Department of Religion, and Rondy McBrayer Smith returned to chair the Department of Communications. Both were working toward their doctoral credentials. Tim Whittaker came from his position as an associate pastor at Nashville's College Hill Church of the Nazarene to be the director of retention and student activities, a role that was cut short by his untimely death four years later. New coaches were hired for the women's softball and the men's soccer programs, and everyone was anticipating a successful season for the College's sports teams. During Homecoming activities in November, the physical education complex became the last major building to be named when it was christened the Mark R. Moore Physical Education Center.

Then in January the growing optimism on campus was

interrupted by the announcement of further cuts in personnel and programs. A total of eleven positions was vacated by a combination of terminations and resignations, involving both faculty and administrators. This action brought the total positions eliminated during the year to thirty-five, plus an additional twelve positions in the maintenance department, and the annual savings effected was estimated to be close to \$1,000,000. Funding for the men's and women's tennis programs and the new men's soccer program was dropped from the budget. The men's tennis team had just finished a particularly successful season, having won the regional championship for the seventh year out of the last eight, and was ranked ninth nationally, so its demise was especially mourned. Further cuts in general expenditures completed the picture, and the administration expressed the belief that the fiscal situation would stabilize.

When the Board convened for its spring 1992 meeting, members faced a full agenda. The constitution and bylaws had been revised to conform to the new organizational structure and procedures. The budgetary controls appeared to be working well, and all the financial obligations of the school were being met. The first report was received from the Strategic Planning Committee. Fred Huff was returning from assignment in Africa to serve as the vice president for church relations. Don Dunnington's move to Southern Nazarene University the previous summer had left the office of campus chaplain vacant, and President Reed, with the help of Gerald Willis, had filled in as the coordinator of the chapel services. Two faithful servants of the College had recently retired in the persons of Pleais Hampton, leaving after fourteen years in the development and matching funds area, and George Privett, who had served for seven years as director of Alumni Services and previously as dean of students.

Later, at Commencement exercises in May, President Reed announced that Stephen Pusey had accepted the position of vice president for academic affairs and would be arriving in the summer. Dr. Pusey, an Olivet graduate who had earned his Ph.D. at Ohio State University, was currently serving at Olivet Nazarene University as dean of the School of Graduate and Adult Studies. He was highly qualified, and his arrival was eagerly anticipated. His coming would

complete the permanent staffing of the Cabinet, and the new school year would open with the full administrative team in place. The announcement was also made during the spring that Tim Green had agreed to serve as the school chaplain (he continues to fill that position effectively at the time of this writing). It had been a traumatic and busy year, but the future looked bright.

Second Year Opens

THE SECOND YEAR OF PRESIDENT REED'S TERM IN OFFICE BEGAN on positive notes all around. Fall enrollments were up in every area except graduate education, which had been cut back significantly, and new enrollees were up by 7.5%. Two new programs began that year with good initial class sizes. The Graduate Management Program (M.O.M.—master's of organizational management) had been in the planning stages for several years as a step beyond the MHR Program for adult learners who were returning to college to complete or advance their education while continuing business careers. The new Physical Therapy Program had been awaiting a director, and it began with thirty-one students. This new venture was designed to fill a market niche in Tennessee, since only three such degrees were offered in the state and two of those admitted only Tennessee residents. Educational budget receipts from the churches had increased, and the previous year had actually closed with an operating surplus.

In his first chapel message of the new year, President Reed presented his theme for the coming months: "Redemptive Partnerships." He explained to the campus community that the Christian college can offer no guarantees of contentment, trouble-free living, or jobs after graduation, but it can offer an invitation to a redemptive partnership, and all on campus can serve as agents of redemption to one another. President Reed noted that everyone has three options: to criticize, to quit, or to join the redemptive partnership and turn problems into opportunities.

This concept was coupled with the challenge to "Embrace the Memory and Catch the Vision," referring to the metaphor of the god

who faced both directions, and these two phrases became the campus focus for the next few years of the new administration.

Good News on Accreditation

IN OCTOBER 1992 THE ACCREDITING TEAM FROM THE STATE Department of Education arrived on campus to examine the teacher education programs, fourteen months after the extension had been secured by President Reed. Prayers were answered; Dr. Welch and the division had done their work well, having produced a 900-page self-study document, and the final evaluation was positive. A list of recommendations was presented, but the entire range of teacher education programs was granted full approval. The response to that announcement was a campus-wide time of rejoicing.

There was little time to relax, however. The following March the team from the Southern Association of Colleges and Schools arrived to conduct its decennial evaluation of the entire College operation. The campus committee had been laboring for two years to produce another massive self-study document for the team's examination. The final product actually filled four volumes and was completed under the direction of Dr. Pusey, who had assumed the task after the director moved to another assignment. The new emphasis was "institutional effectiveness," rather than simply the presentation of the quantifiable data on the school's operation. This time the various campus units had to formulate measurable objectives, means of reaching those objectives, and ways of evaluating the success of those means, and finally the evaluation of how successfully the system had worked. In spite of the complexity of the task and the difficulties attending the administrative transitions, the team produced an exemplary self-study. The SACS committee was very complimentary, observing that Trevecca Nazarene College had used the self-study process to improve the institution. One evaluator said, "I have never seen students who understand and are as committed to the mission of the school as your students are." Another spoke of "the comprehensiveness, analysis, frankness and broad participation of the self-study" (*Treveccan*, spring 1993). Nine months later the Association voted to

continue the accredited status of the College, including the new Graduate Management Program, and when Dr. Pusey later submitted his report on the final actions taken on the SACS Committee's recommendations, the agency accepted them and announced that no further report was requested for the remainder of the ten-year accreditation period. Former President Adams remarked that such an endorsement was unheard of during his years of experience with accrediting bodies and that it constituted a remarkable tribute to Dr. Pusey and his committee (*Treveccan*, fall 1994).

Looking to the Future: Long-term Strategic Plan

WHILE THESE SELF-STUDY COMMITTEES WERE WORKING, THE newly formed Strategic Planning Committee was beginning what would become a two-year process to produce a comprehensive, campus-wide plan for development into the second century of Trevecca's life. This committee was composed of a broad spectrum of the Trevecca community and its constituents. Every academic and administrative division had a representative, and the sitting student body president for the year was included. Other members came from the Board of Trustees, the Alumni Association, and the Nashville business community. It was decided early that the plan should involve the entire Trevecca community, and so the Trevecca Towers organization was also represented. Thus the final plan would include the entire cluster of entities housed on the greater Trevecca hilltop.

The initial task of the committee was to develop a new institutional mission statement and a statement of purpose that would expand and explain that mission more fully. The complete Strategic Plan was adopted by the Board in October 1994, and it incorporated the following mission statement:

Trevecca Nazarene College is a Christian community providing education for leadership and service.

The Statement of Purpose further expands this mission:

It intends that its graduates be persons of strong Christian character who are able to make ethical decisions based on biblical princi-

ples. Their characteristics should include competence, responsibility, compassion, and the ability to integrate Christian faith and learning in practice. (“Extending the Mission to 2001 and Beyond” 57)

The committee then developed a self-assessment based on strengths and weaknesses in the whole array of administrative, academic, financial, and environmental characteristics of the College. Next, a list of planning priorities was formulated which specified the major areas that would be targeted for development and improvement over the following seven-year period, concluding with the celebration of Trevecca’s centennial in 2001. These ten planning priorities were expanded into ten Planning Initiatives, summarized in the following statements. The College would focus on efforts to

Create an environment for 1,800 students, 1,000 of whom would be traditional and 600 residential;

Expand or build structures for the library and a large-event building;

Establish the physical perimeter of the campus, with fencing and gateway;

Develop a safe environment for the community;

Further integrate the elements of the Trevecca Community;

Expand and strengthen the academic programs;

Improve counseling and placement services;

Improve offerings for pastors and laity;

Remain current with technological developments;

Provide sound financial management and base.

Finally, an action plan was devised for each initiative, plans that laid out the steps to be followed in moving toward each goal. A sequencing schedule was then formulated for each fiscal year beginning with 1994-1995, and action plans and intermediate objectives were projected for each year to guide the school toward the future and to produce the institution envisioned in the plan. The persons and

offices responsible for implementing these action plans and the estimated costs of each level of achievement were also listed.

Obviously such a long-range plan is never completed and never "set in concrete." The planning committee continued to meet and to revise and update the goals and the action plans. Each operating division of the school was required, over the months following the plan's adoption, to formulate its own objectives and action plans, along with processes for determining the success of these plans, which would fit into the larger, institution-wide Strategic Plan. This planning process was by far the most sophisticated and the most far-reaching one that had yet been implemented on the Trevecca campus, and it became the guiding document for the College from that time forward. When Claude Diehl left to return to the business world in 1994, Dr. Pusey assumed the task of chairing the committee and has continued to provide effective leadership into the 21st century.

In the fall of 1993 President Reed had formulated his own "Vision Statement" to supplement and focus the school's mission statement in terms of his personal goals. He called for

Quality academic programs consistent with our mission,

High priority on our relationships with the church,

Collaborating with the local church in mission,

Using innovative delivery systems,

Managing in a financially sound manner.

The following spring he announced the creation of the Institutional Health Profile, which would establish periodic checkpoints for measuring the degree of progress toward each objective. Responsibility for progress in each area was assigned to an appropriate Cabinet member, and each one would be responsible for determining the "health" of his area. Dr. Reed likened this profile to the dashboard of an automobile, where the various dials that register the condition of the machine are located. The president watches the road ahead to make sure that the school is moving in the right direction and is progressing toward the goal, but he periodically checks the gauges to make sure the organization is functioning as it should.

Preparing for the Age of Technology

EVEN BEFORE THE FINAL PLAN HAD BEEN APPROVED, SEVERAL STEPS were underway to move the College toward its goals. After considerable planning Dr. Pusey announced in the spring of 1994 the formation of a Technology Task Force whose assignment would be to “assist the College administration and the Strategic Planning Committee in making decisions regarding accessibility to, acquisition of, and the appropriate use of information technology for both educational purposes and administrative computing services designed to enhance teaching and learning” (*Treveccan*, spring 1994). The membership of this team was drawn from the campus community, and included faculty members, computer staff, librarians, and administrators. Over the next year they developed a plan which focused on the actual technologies needed, the training of faculty and students in the use of these tools, and the computer systems needed in the various campus operating departments.

Trevecca had entered the computer age years earlier, as has been previously described, and had gone on the Internet the previous fall, with three address nodes and e-mail capability, but not everyone on campus was connected to the network. About the same time the Task Force was formed, Trevecca went on line as a member of Tecnet, an Internet-connected consortium of Tennessee colleges and universities that shared resources through a Vanderbilt University computer system. By February 1995 the campus was totally computerized, with four separate computer systems serving the business department, the administrative functions, the student body, and the library. All were connected by the latest fiber optic wiring system. The Mackey Library staff had, after two years of research to determine the best model, installed a fully automated computer information system, which began operating in January 1994. The total cost of the program was \$216,000, but most of the expenditure had been underwritten by gifts from foundations and employers of students in the MHR and M.O.M. Programs. The library had become a true “information technology center,” with instant access to a full range of electronic retrieval systems that were the envy of many larger libraries. All the dormitories were wired for full access to the Internet and to the

library, and computer laboratories were set up in the dorms and several classroom buildings. Trevecca was wired for the future.

Expanding the Role of the Board

TREVECCA HAS ALWAYS BEEN SERVED BY A FAITHFUL AND EFFECTIVE Board of Trustees, and one probably characterized by more continuity than most. In fact, when Dwight Gunter took his seat as alumni representative in the fall of 1992, he was the third generation from that South Carolina family to serve on the Board. When Odie Page resigned his seat in the spring of 1995, he ended thirty years as a lay representative from North Carolina. The new administration very early undertook to strengthen the Board's role in the operation of the College, and the committee preparing the self-study for the SACS visit also instituted some changes in their implementation of the new SACS guidelines. The criteria for selection of Board members were clarified and strengthened, a number of Board policies were updated, and a comprehensive program of new member orientation was instituted in 1992. A new constitution and bylaws were drawn up to reflect these changes and were adopted that year. At the same time the president challenged the members to become more involved in the financial support of the school by making a substantial annual gift to the new Trustee Scholarship Endowment Fund, and they responded unanimously with a generous expression of support. The resulting fund was to be awarded as district scholarship grants to students who, by their academic or other achievements, would serve as magnets to attract similar students.

Strategic Plan: Programs and Facilities

WHEN THE COMPLETED STRATEGIC PLAN WAS PRESENTED TO THE Board at its fall meeting in 1994, it contained provisions for the next twenty-one years, divided into three phases. A total of seventy-two action plans had been formulated to implement the ten major initiatives. Phase I was to coincide with the celebration of the school's centennial in 2001, Phase II would close in 2008, and Phase III would be

completed in 2014. Projections for the first phase included a total student body of 1800, 250 of whom would be first-time enrollees, development of extension programs for pastors and laymen, and the expansion of technological capability to serve those programs, as well as extensive property acquisitions and street closings aimed at the development of a more integrated and secure physical environment for the campus. A major component of this first phase was the attainment of university status.

The Facilities Master Plan was an important element of all these projections and certainly the primary item of financial expenditure. In 1993 a generous grant from the Teagle Foundation enabled the College to employ a professional campus planner, Al Raby of the RM Plan Group of Nashville, whose first task had been the formulation of the facilities plan. Raby made a thorough description and evaluation of the existing physical facilities and then a projection of the facilities which would be needed to accommodate the needs of the school as they were described in the Strategic Plan. Each phase of the plan included the construction of a major campus building. A new library/learning resource center and a new fine arts and convocation center were projected as the two most needed structures, but the decision was not made which would be built first. Phase III included the construction of a new athletic center. The total estimated cost of the new buildings, renovations to the existing buildings, land acquisitions and improvements and expansion of parking lots, and the construction of a new entranceway at the main Murfreesboro Road entry was \$27.4 million.

New Outreach Efforts: Church Growth Center

ONE OF THE EARLIEST INITIATIVES THAT THE NEW ADMINISTRATION took toward the expansion of services to the Southeastern Zone Church of the Nazarene was the Church Growth Center, which was opened on the campus in the fall of 1992. This office was to operate in conjunction with the general church's Division of Church Growth and was designed to offer programs and services to pastors on the educational zone. It was to be directed by a faculty member in the

department of religion, with H. Ray Dunning as its organizing director. Surveys were sent out very early to the constituent churches to determine what types of programs were desired and needed most by local pastors. The pastors responded quickly and indicated the need for degree-completion programs, a more accessible master's program, and training in counseling techniques. In September 1993 the Center presented its first seminar, "Advancing the Small Church," and forty-five pastors from the zone attended. A wide variety of programs has followed over the ensuing years, dealing with topics such as how to relate the church to minority cultural groups to conferences on theology and preaching. The Center has established itself as a vital resource of continuing education for the church community. In 1996 its name was changed to the Center for Church and Society, to better reflect its expanding interests.

Move toward Financial Stability

IN HIS FIRST FOUR-YEAR TERM, MILLARD REED QUICKLY DEMONSTRATED his ability as a fund raiser. Support from the districts in the form of educational budgets increased every year, from 78.6% payment in 1990-1991 to 85.7% in 1994-1995, one of the highest rates ever received, and the total received from budgets was more than \$1.8 million—the highest amount ever. The College operated with a \$1-million cash balance that year, and the total debt outstanding on campus properties was reduced to \$1.35 million. The short-term debt of \$1.5 million, which had faced the new administration in that first summer, had been eliminated in two years instead of the five years that had been anticipated. All the loans had been repaid to the districts and to the individuals who had advanced money in those dark days of Dr. Reed's first summer in office.

In the spring of 1994 the College received its second million-dollar gift. William and Jean Graves of Birmingham, Alabama, gave the money as a memorial to his parents, James and Johnnie Graves, who had been members of the Franklin, Tennessee, Church of the Nazarene, where William Greathouse served as their pastor. The gift was announced at the celebration of Dr. Greathouse's 75th birthday,

held at Nashville First Church, and also served as a tribute to his role as their pastor during their early days in the Franklin church. That gift was designated for application toward a new library building.

The mid-1990s also witnessed a steady growth in the Scholarship Endowment Fund. The Development Office had been given the assignment of bringing that fund balance up to \$10 million by 2001, and the \$1.4-million balance in 1991 made that assignment quite a challenge, but the contributions came in, and by the end of the 1994-1995 year the balance was \$2.2 million. One gift of particular interest was received in the fall of 1994 from the estate of Tennie McGhee, a long-time friend of Trevecca, who left in her will one hundred shares of stock in the Nashville Auto Diesel College. Those shares represented twenty percent of the ownership of that institution, which is located on the campus in East Nashville that had been the home of Trevecca from 1914 to 1932. After sixty-two years Trevecca College once more owned at least a part interest in the old Gallatin Road property. This investment formed the corpus for the Tennie McGhee Scholarship Fund.

Another interesting contribution to scholarships was received during this time when Eleanor Burrow presented a check to the A. B. Mackey Scholarship Fund. The check was one that she had received from a former student who had given his promissory note to a faculty member, in lieu of tuition payment, some sixty years earlier, proving the adage "Better late than never."

Departmental Consolidation

IN 1993 THE COMPLETION OF SEVERAL RENOVATION PROJECTS helped the academic departments to realize a long-standing dream. Bud Robinson Hall was completely reconfigured so that the second floor could comfortably house the Division of Business Administration, and those offices were then moved out of the Greathouse Science Building. Three new computer labs and two classrooms were added to the eight faculty offices, creating a spacious new complex for the business faculty. The Division of Religion and Philosophy moved into its newly renovated office suite in the

McClurkan Building, leaving the Tidwell Faculty Center to house the social and behavioral sciences, the communication studies, and the English departments with sufficient space to accommodate all of their faculty members in contiguous offices. For the first time, probably ever, each academic division was housed in its own distinct set of offices, and several were located in the same building with one or more of the classrooms they usually used for instruction. In 1995 the MHR offices were moved from the Tidwell Center to Bud Robinson Hall, placing them adjacent to the business faculty offices. The Snack Shoppe was moved from that space to the ground level of the Jernigan Student Center, putting all the food service facilities under one roof. These steps toward consolidation of space have proved to be a forward move in convenience for both faculty and students.

Physical Facilities: Improvements and Expansion

A MAJOR FACELIFT FOR THE MCCLURKAN BUILDING WAS ALSO completed about this time, and the Benson Auditorium received new paint, carpet, and blinds at the windows, creating a beautiful, new gathering place for chapel services and assemblies. The Adams Administration Building received new paint, carpet, and new furniture in the reception areas during the next year.

Significant progress was made during these years toward the purchase of properties along Lester Avenue and at the Murfreesboro Road entrance to the campus, acquisitions that would finally clear the way for construction of the new entranceway adjacent to the College Hill Church. In 1993, after years of negotiations, the small commercial plot on the western corner was finally purchased. Legal problems with the tenants caused some further delays, but the purchase was considered a breakthrough. A residential home and lot adjoining the main campus were also purchased that year, followed by one last parcel several months later, and the entire western side of Lester Avenue was then under College ownership. Then, in the fall of 1994, it seemed that God had wrought a minor miracle when the owners of the large commercial property on the eastern corner of the

Murfreesboro Road entrance approached the College with an offer to sell. The school had made offers in previous years, but the response had always been an asking price that seemed exorbitant. Suddenly the owners contacted the school and invited a bid for the property. At its next meeting the Board authorized the administration to negotiate—with a ceiling of \$500,000. When the negotiators for the school learned that the seller was asking \$320,000, the purchase was quickly made. With that purchase the way was opened to begin final planning for the new entranceway.

All of these negotiations were carried out, of course, in conjunction with the other entities involved in the greater Trevecca Community, and soon the planning activities expanded even further, into the larger surrounding community. The College had been working for some months on security issues with the Mayor's Commission on Beautification and with the Neighborhood Watch. In 1993 contacts were made with the City Planning Commission and also with the Murfreesboro Road Neighborhood Association, and those bodies then became parties to the larger planning process.

In December 1994 the city planning office announced that a broad strip of land bordering the western side of the campus had been designated a Federal Enterprise Zone. A \$3-million grant had been secured with a total \$30-million investment eventually possible, and the creek at the campus boundary would potentially form the nucleus of a city parkway. The Greenways Committee of the city office met on the campus for a planning session, and it seemed that a solution might finally be found to improve an unsightly area adjoining the campus (Board Minutes, March 1995, 284). That project is still in the planning stages at this writing.

New Academic Divisions

A MAJOR RESTRUCTURING OF THE ACADEMIC AREA WAS BEGUN IN 1993, when the Division of Natural and Applied Sciences was created, combining the old Departments of Science, Mathematics, and Allied Health Sciences. The Division of Religion and Philosophy, incorporating the old Departments of Religion, Philosophy, and

Christian Education, became the third unit in the new divisional structure, the Division of Education having been the first to be organized the previous year. Each of these new units was administered by a dean. The next year the Division of Business and Management was formed, incorporating the Business Administration and the Management and Human Relations Programs, as well as the new Graduate Management Program, which graduated its first class in 1994. The baccalaureate curriculum in business was restructured to offer one degree, the bachelor of business administration, with six new areas of concentration, many of which replaced the old departmental majors, such as accounting and computer information systems. In addition to these structural changes, three new graduate programs were added in 1995, the master of arts in counseling or counseling psychology and the master of arts in marriage and family therapy.

Program Reverses: Honors Program and Physical Therapy

EVEN AS CHANGING TIMES ARE MARKED BY THE LAUNCHING OF new academic programs, so they are marked by the demise of others. Some programs are retired because of changing needs in the marketplace, and some because of the lack of necessary enrollments. The latter was the case when, in 1994, the administration announced with regret that the Honors Program was being discontinued when that group completed the spring sequence. The classes had not maintained sufficient enrollments to justify the use of the multiple faculty required to teach the multidisciplinary courses. The program had been a good idea but proved to be economically impractical.

The suspension of another new program in that same year was attended by even more disappointment and ultimately more grief. When classes began for the new Physical Therapy Program in the fall of 1992, it was in anticipation of the approval by the accrediting agency. The success of any such professional program is always dependent on the ability of graduates to obtain licensure from the professional organization involved, which in this case was the

Commission on Accreditation in Physical Therapy Education (CAPTE). When the program was first approved by the Board of Trustees in 1990, the faculty had begun to design the curriculum according to the guidelines of the agency. A director and two instructors were hired and joined the faculty in the summer of 1992. The thirty-two students who began classes that fall were informed concerning the risk of joining a program not yet accredited.

When the CAPTE visiting team left the campus in November, they left a list of their concerns that needed to be addressed. The faculty immediately set about to correct the problems, and the agency was informed of those actions. In May 1993 CAPTE, to the complete surprise and dismay of the administration, announced that it was denying candidacy status to the College because their concerns had not been adequately addressed. After discussions with several consultants, the administration decided to suspend the program, at least until they could determine whether the costs of compliance could be justified. The twenty-six students who had completed the year's class work were notified of the school's action, and arrangements were quickly made to transfer the credits of those who wanted to continue their work to other programs that were accredited. All of the students were successfully placed in other schools and were given a generous stipend to defray costs of their relocation. In spite of the disappointment of losing the program, it seemed that things had been worked out to everyone's satisfaction.

In February 1994 the College was notified that nineteen of the physical therapy students had joined in a lawsuit, asking damages in excess of \$1 million on the grounds that Trevecca had misrepresented the program to them when they registered by not warning them adequately of the risk of not attaining accreditation. In what the administration considered a gross miscarriage of justice, the jury awarded the damages to the students. The College carries insurance against this sort of litigation, and the award was paid by the carrier, but such an abuse of the best of intentions by the administration always seems unfair.

Another Disappointment: Efforts toward Accreditation for Social Work

THE COLLEGE EXPERIENCED ANOTHER DISAPPOINTMENT IN ITS efforts toward accreditation for the Social Work Program. Trevecca had maintained a program in social welfare/social work for a number of years with modest enrollments, but in 1992 the College decided to seek accreditation in order to give graduates better opportunities for entry into graduate school or immediate employment. In November 1992 the team from the Council on Social Work Education visited the campus, and the Council soon sent word that the program had been granted candidacy status. Over the next three years the faculty worked to develop a program of studies that would meet the criteria for accreditation. A director who had extensive experience in developing such programs and in writing the required self-study was employed. In the summer of 1995 the completed document was sent to the visiting committee, and the faculty awaited the fall visit to the campus.

That visit and the written report which followed several weeks later proved to be another frustration. The accreditation team found weaknesses in the program that they thought would have required extensive additional budgetary commitments by the College, commitments which appeared to be unreasonable for a school the size of Trevecca. Other demands made by the national agency would have, in the view of the College administration, seriously compromised the traditional moral values held by a Christian school. After a period of examination and evaluation, Trevecca's leadership decided to suspend the effort toward accreditation for the Social Work Program and to continue to offer the coursework, as a non-licensure program, for those who desired it.

Restructuring the Athletic Program for Title IX

IF NEGATIVE THINGS DO INDEED COME IN SETS OF THREE, THE third one arrived in the fall of 1994 when the College was notified by

the Office for Civil Rights of the U.S. Department of Education that it was being cited for violation of the provisions of Title IX of the federal Higher Education Act. Title IX concerns equitable treatment of males and females on college campuses and addresses related issues, such as the sports programs that are offered to women, the quality of facilities and services available, and equity in resources committed by the institution in the financial support of those programs. A campus visit by representatives of the Atlanta office of the Civil Rights division was followed by a report which directed Trevecca to address the following concerns: additional sports activities would have to be provided for women, with additional coaching staff; scholarship funds would have to be provided in proportion to the women athletes involved; and a new softball field would have to be provided, on campus, for the women's teams. Compliance had to be reached by the close of the 1997-1998 school year.

Some of these directives were already being addressed in the Strategic Plan, but the needs took on a new urgency because of the federal mandate. President Reed decided to bring someone on staff who had expertise in women's sports programs to make sure the directives were properly implemented. In the fall of 1995 Lora Donoho came to serve as athletic director while she developed the long-range strategic plan for the department and guided the athletic program to compliance with the gender-equity regulations. Dr. Donoho had served on the faculty at Trevecca in the early 1970s and most recently had developed sports programs at Mount Vernon Nazarene College and served as director of teacher education at Olivet Nazarene University. A member of the NAIA Hall of Fame, she had served for a number of years as an official with the NAIA and with the U.S. Olympic Committee.

Developments in Sports

IN 1992 THE TREVECCA BOOSTER CLUB AND THE ATHLETIC department had decided to initiate the Athletic Hall of Fame to commemorate the 25th anniversary of Trevecca's entry into intercollegiate competition, and the first induction took place at the Booster Club

banquet in 1994. This annual celebration is a time when players, coaches, and persons who have made significant contributions to the College athletic programs are honored with induction into membership.

These were not outstanding years for the sports teams, but individual players were more successful. Several baseball players signed professional contracts, one with the Boston Red Sox, and a baseball player and a woman softball and volleyball player were named All-American Scholar Athletes in 1994. The men's basketball team lost its coach of fourteen years when Frank Wilson resigned in 1993. Wilson's teams had done well over the years, having won the NAIA District 24 title in 1987. He had coached three collegiate All-Americans at Trevecca and had been named Coach of the Year for the district three times. Sam Harris came that fall from the head coach's position at Messiah College to take the helm of the men's basketball program.

The athletic department decided in the fall of 1994 that renewed emphasis should be placed on intramural sports, in which everyone has an opportunity to participate, rather than on the expansion of the intercollegiate program. A new society format was implemented and appeared to be popular, with teams competing in basketball, racquetball, tennis, and even chess. The men's soccer team decided to compete in a local city league on an unofficial basis, and they demonstrated an exceptional level of commitment by playing their matches at 6:00 A.M.

Students Reach Out in Ministry

LIFE FOR THE STUDENTS CONTINUED TO PRESENT MANY OPPORTUNITIES for fun and service, as well as academic effort, during President Reed's first administration. Every spring they had the opportunity to participate in a CAUSE trip to a mission field, and groups traveled to Panama, Venezuela, and El Salvador, as well as Russia in 1992 as a part of the General Church CAUSE trip. In October 1992 nineteen students and three professors drove nonstop by van to South Florida to help the cleanup effort following the destruction of Hurricane

Andrew. Again, in the spring of 1995, twelve students and two professors traveled to Albany, Georgia, to lend assistance following the devastating floods in that area. That same year another group spent spring break working at the Lamb's Club in New York City, and during the previous winter eighty students worked in downtown Nashville passing out food to the homeless. Various other projects involved segments of the student body, such as a campus-wide fast to raise money for Somalia war relief and a neighborhood clean-up day held in conjunction with the Metro Beautification Commission. A new prison ministry opened in 1992 through the office of the public defender and involved a number of students in helping the families of men and women who were serving time in local facilities. The Ambassadors (formerly the Men's Glee Club) enjoyed a particularly life-changing opportunity when they traveled to Wales in the summer of 1993 and sang as the featured American choir in the 10,000-voice World Choir performance in Cardiff.

Disappearance of Service Clubs

IN THE SPRING OF 1993 THE ADMINISTRATION ANNOUNCED A NEW policy that significantly changed the operation of the campus service clubs. These organizations had emerged in the 1960s and had proliferated over the years to half a dozen sizable clubs. Although they had performed valuable services to the campus over the years, the administration and students themselves had expressed some fears that the clubs were leaning toward exclusiveness and that the initiation rituals sometimes resembled those of fraternities and sororities on larger secular campuses. After several attempts to curb some of the abuses of the system, in April 1993 the administration announced new guidelines for service clubs. The guidelines mandated that membership in the clubs be opened to a broader segment of the campus population, that every member perform a minimum number of hours of public service, and that club charters be subject to annual review by the student government assembly and the administration. Most of the clubs decided to cooperate with the new guidelines, but the old appeal of exclusive membership based on selectivity was gone, and the system

soon faded from the scene and has been replaced by societies based on academic departments.

Bad weather provided some memorable moments for the campus community during the four years of President Reed's first administration. As the College choirs were returning from their spring tours and a final mass rally in Atlanta in March 1993, they were struck by the great Blizzard of '93, and four busloads of student singers spent several days, along with President Reed, marooned by the snow in Georgia and were late getting back to start school. The following January saw the "Freeze of '94" on campus when snow and sleet fell, then more snow, accompanied by an overnight 20° temperature drop. The next issue of *TrevEchoes** reported that students sledged down the hills on everything from refrigerator doors to street signs, with injuries widespread but limited to bruises and two broken ankles.

Community Suffers Losses

THESE YEARS WERE SADDENED BY THE LOSS OF SEVERAL PROMINENT members of the Trevecca family, past and present. Professor Jim Knear, a Trevecca graduate who had served as a pastor for some years and then returned in 1977 to become a much-loved teacher in the communication studies department, died quite unexpectedly at the end of the spring 1992 term. The death of Julie Smith Runyan in 1994 brought additional grief to the campus. Julie, a campus leader during her student years, had served for a time as children's pastor at the College Hill Church and as adjunct teacher for social work classes. After her marriage to accounting professor Greg Runyan, she continued to spread sunshine as a faculty wife before she was stricken with cancer and died. Tim Whittaker, who had served the College since 1991 as director of retention and coordinator of student activities, died after a brief illness in February 1995. Tim's close working relationships with the student body and his accessibility to the students had endeared him to everyone, and his death came as a great shock. As a memorial to Tim, the students voted to make their all-

* The hyphen was deleted from the title *Trev-Echoes* in 1994.

school gift that year the purchase of the electronic carillon, which now chimes the hour from the top of the Adams Administration Building.

In that same spring the school lost another faithful servant of many years when Koy Phillips died suddenly at his home at the edge of the campus. Rev. Phillips, along with his wife, Adrienne, had served on the Trevecca faculty for thirty-five years. A 1939 graduate, he was the first president of the student body and had traveled over the Southeastern Educational Zone as the bass singer in the men's quartet. An era of Trevecca's history closed with his passing.

During the period from 1991 to 1995 Trevecca also lost to retirement some persons whose contributions to the school were highlighted by the unusual length of their years of service. Barbara McClain ended thirty-seven years of teaching music and fine arts in the spring of 1993, surely a record. Dr. McClain organized the ladies' Treble Tones choir in 1958 and served as its director for its first eleven years. She served as chairman of the Department of Music and guided the successful effort to national accreditation, and she was the first woman to be awarded the honorary doctorate by the College in 1976. Professor John Dix retired that same spring after thirty-three years on the faculty teaching biology, and the College awarded him an honorary degree upon his retirement. Jim Caldwell retired in 1994 after twenty years of teaching psychology and education. In 1995 H. Ray Dunning retired from the religion faculty after thirty-one years, having taught a variety of courses, chaired the department, and served as the founding director of the graduate religion program and the Center for Church Growth. A prolific writer, Dunning distinguished himself and the College with his many books and articles, especially his *Grace, Faith, and Holiness*, which is generally accepted as the representative systematic theology of the Church of the Nazarene. His department and friends established and endowed an annual lecture series in his honor, the H. Ray Dunning Lectures on Theology and the Bible, which continues to bring outstanding theologians to the campus. Another faithful and popular campus servant was lost when Wilma Gallup surrendered her role as nurse for the students and faculty after more than fifteen years.

In the spring of 1994 Ramon Richards announced his intention

to retire that summer. Richards's tenure was not as long as some of the retiring faculty, but his contribution toward Trevecca's regaining financial stability was certainly beyond measurement. His replacement as vice president for financial affairs was Mark Myers, who came well qualified from a position as chief financial officer in a business organization. He has proved to be a worthy successor to Richards and continues to direct the fiscal life of Trevecca to this date.

Other retirements followed in 1995. Carole Costa retired after twenty-three years in the education department, as did Ralph Ungar, who had taught science for nineteen years. John Pope retired that spring after twenty years as the much-respected director of maintenance for the campus, frequently referred to as "Pope John," the ranking member of the campus team.

Successes of First Four Years

When President Reed presented his report to the Board in March 1995, closing his first four-year term, he informed them that "as we gather today, no specific 'crisis' demands our immediate attention. Hallelujah!" Indeed, the four years had been remarkable, and significant achievements had been registered. Accredited status had been extended by the Southern Association and by the State Department of Education. The Music and the Physician Assistant Programs had been accredited by their respective accrediting agencies. In 1992 the administration had acted to raise the qualifications for employment and promotion of faculty members at Trevecca and thus began raising the level of academic instruction for the campus. In the spring of 1993 a standardized survey instrument was administered to measure the level of morale among the faculty, and this survey has become an annual exercise that has helped to locate and address problems perceived by faculty members. The result has been a generally rising level of morale among the teachers. A similar instrument is now administered semiannually to administrators and staff as well, with very positive results.

The entire campus, including the library, had been computerized. The divisional structure had been established for the four major

professional academic programs, and three new graduate programs had been successfully launched. The total value of College assets had increased by almost 16% and stood at \$17 million, while liabilities had been reduced by 22%. The Scholarship Endowment had increased from \$1.5 million to \$2.2 million. The receipts from educational budgets had increased from 79% to almost 86% of allocations, and total giving from other sources had risen significantly also. The school was completing the fourth straight year of operation in the black. This improvement had left the College with a comfortable operating surplus and cash position, even after the faculty had received better-than-average raises over the past four years, and tuition increases had been kept at a minimum, while total funding for scholarship aid had been increased by more than 50%. The actual amount of financial aid granted annually to students had increased from \$6.7 to \$7.9 million. Most of the property parcels that were needed to clear the way for construction of a new entryway had been secured, and the buildings on those parcels were in the process of being removed. Significant expansion of parking areas had been completed, and the physical appearance of the campus had never been more beautiful (Board Minutes, March 1995, 257-88).

All of the efforts expended toward fund raising, financial management, and improvements in the campus environment, were focused toward a stable or increasing student body, and the picture here was positive as well. The enrollment projections set in the strategic plan had been exceeded in both total enrollment and in residential students. Graduate numbers were down some 300 students because of the severe retrenchment in the education satellite classes. Students earning baccalaureate degrees in 1995 had increased to 288, up from 229 in 1991, while master's degree recipients were down from 269 to 191, again reflecting the satellite cutbacks. The number of baccalaureate majors had been reduced from forty-eight to thirty-seven, primarily by the streamlining of the programs offered in the education and business divisions. The number of full-time teaching faculty had increased from 1991 to 1995 from fifty-eight to seventy-two.

God had certainly blessed His College under the new administration, and the future looked bright. The constituency of the school had rallied behind the leadership of Millard Reed and rendered

unprecedented support during his first four years as president. The Board of Trustees responded to all these reports by unanimously reelecting him to a second four-year term at their spring 1995 meeting.

CHAPTER SEVEN

The Reed Years— Second Term: Toward the New Millennium

Becoming a University

WHEN ONE ATTEMPTS TO TELL THE STORY OF AN INSTITUTION, ALL manner of decisions must be made. Who are the most important characters involved? What decisions did they make? What roles did they play that had an impact on the story? What were the major events that shaped the narrative? What, of necessity, must be omitted simply because space forbids telling everything?

The four years that make up Millard Reed's second term as president seem to present greater than normal difficulty in this area. They constitute the final years of the school's first century of existence, so naturally there is a flurry of activity looking forward to the centennial commemoration. They also make up the last years of the old millennium, and all the attendant activities anticipating that event further crowd the calendar. It seems, on review, that something even more was at work in the stepped-up pace of Dr. Reed's second term on the campus of Trevecca. These were times of unprecedented success in fund raising, and gifts were received from a number of sources in

amounts that would have astounded those who labored in the earlier days to raise finances for the school. Among the results of this outpouring of support have been the erection of a major new library building and the rapid expansion of the scholarship endowment fund. The move to university status led to the offering of the first doctoral-level program as well as the major restructuring of the academic organization of the school. Events came which deepened the spiritual life on campus as well, perhaps as never before.

The 1995-1996 school year began on a positive note, with the largest freshman class enrolled since 1982. In fact, Trevecca enjoyed the highest percentage increase in new students of any post-secondary school in Middle Tennessee that fall. Enrollments at all levels exceeded the projections to such an extent that there were space problems in the dormitories as well as in the classrooms. Those are "good" problems for any school, but the administration found itself having to go back and revise much of the data in the Strategic Plan. New estimates had to be made in areas like class size, technology needs, and programs for developmental education.

The financial news was equally encouraging, with the Current Fund showing a surplus of \$840,000 and a working cash balance of one million dollars available. The College had operated through the summer without borrowing a penny.

The big news, however, came at the October 1995 meeting of the Board of Trustees when the members voted to accept the recommendation of the president and the academic vice president's study group to approve the change in status from college to university. When Board Chairman Charles Davis made the official announcement of that decision in chapel the following day, the student body exploded into applause that lasted for several minutes. Students were mightily pleased that they would be able to graduate with a university degree, with all the advantages that status would carry in terms of accessibility of graduate school programs as well as entry-level employment opportunities. The change was a major step forward in the life of the school, as significant as the attainment of regional accreditation a quarter of a century earlier, if not more so.

Although the idea of university status had been in the minds of a number of forward-looking people at Trevecca for years, the final

impetus had come during the spring 1993 visit of the Southern Association team when it approved the ten-year renewal of Trevecca's accredited status. During that meeting the chairman of the visiting committee suggested strongly to President Reed that Trevecca consider moving toward application for university status. The SACS representative observed that the variety and strength of the graduate programs being offered, as well as the number of students involved in those programs, already made the school a university in fact, if not in official status.

Following the annual meeting of the Association in December 1993, President Reed initiated some preliminary investigation into the implications of such a move and presented the findings to the Board. In their October 1994 meeting members of the Board responded by officially requesting that the administration investigate the feasibility of making formal application to the accrediting agency for the change and map out the steps necessary to actually move the school from college status to that of a university. Vice President Pusey, who was by this time chairing the Strategic Planning Committee, was charged with carrying out this feasibility study. A committee was immediately appointed, chaired by Dr. Pusey, and the study began.

Research soon revealed that the title "college" had been undergoing a gradual devaluation over the past years, with the "university" title being broadened to include many smaller liberal arts institutions that had traditionally carried the label of "college." In countries other than the United States the title of university had progressively come to mean all post-secondary educational units, and as the Church of the Nazarene became more internationalized, the stateside "colleges" appeared misnamed. Comparisons with other Tennessee institutions of higher education revealed that Trevecca ranked near the top in number of graduate students enrolled, and indeed ranked second only to Vanderbilt University among the twenty-nine private institutions in Tennessee. Most information indicated that the change in status would probably improve the public image of Trevecca as well as help in recruitment and in fund raising, particularly among foundations. This information certainly indicated that it was time to act.

During the following summer of 1995 the study committee presented its completed report to the Strategic Planning Committee

with the recommendation that application for the change be made as soon as feasible. The Strategic Planning Committee endorsed that recommendation and began to submit the plan to a variety of campus groups for their study and suggestions. The full faculty added its endorsement at its meeting in September, and in early October the President's Cabinet officially approved the change, and the Board of Trustees then completed the process with its vote in the fall meeting. A Committee on University Status was appointed to facilitate the actual transition of the institution, and that work began immediately. Part of the planning focused on a school-wide convocation to be held on campus in March in conjunction with the spring Board meeting to celebrate the new university status. The new Alma Mater would be introduced at that celebration; it had to be revised so that the last verse would rhyme with the new phrase "dear ole TNU."

President Reed's Miracle

AS IS FREQUENTLY THE CASE, EVENTS TOOK AN UNFORESEEN TURN before that spring Board meeting, and the result would be a chapter in the history of Trevecca that stands out in the memory of everyone involved. A college president spends a significant portion of his time on the road, representing the school in a variety of events, visiting and cultivating potential or actual financial supporters of the institution. In late February 1996 President Reed found himself in Charleston, South Carolina, on just such a mission. He had been invited to speak at the St. Andrews Church of the Nazarene during a weekend of services and had planned several meetings between services with donors to the College. Such a schedule was daunting at best, but Dr. Reed left Nashville already feeling sick, and by Sunday morning he was in considerable physical distress. Two physicians in the congregation were summoned to check him, and they sent him to the local hospital. The doctors there soon determined that he was seriously ill with Hepatitis A. To make matters worse, the infection had gone "fulminate," which meant that his immune system, in reacting to the disease, was destroying his liver, and he was going to need a liver transplant within a week, or he would not survive.

When this news reached Trevecca's campus the next day, the

shock was palpable, but at that point the seriousness of the situation was still not clear. On Tuesday morning the need for the transplant was relayed to Vice President Pusey, who, according to school policy, had assumed the duties of “acting president.” The President’s Cabinet, in consultation with Chaplain Tim Green, decided to inform the campus community of the critical nature of Dr. Reed’s illness, and the announcement was made at the close of the regular morning worship service in chapel. Chaplain Green recalls what happened next:

At first a sense of “helplessness” seemed to spread across the auditorium; however, as I came back to the pulpit and before I could finish with further remarks, persons from all over the auditorium began to make their way to the altar. Students whom I had never seen bow at an altar before came to kneel before the presence of the Great Physician. In a matter of a couple minutes, the pews had nearly emptied, and together the community truly came to recognize what it meant to be utterly dependent upon the optimism of God’s grace. The great diversity of our University campus now gave breath to one common voice as our hearts joined in prayer that morning. (*Consider the Lilies* 32)

For the rest of that week and for the days following, the campus community was at prayer. The chapel was seldom without someone at the altar, and spontaneous prayer sessions could be found across the campus, in the dormitories, and in classrooms. Fifteen hundred students and faculty were lifting their stricken leader to the throne of grace, and they were joined by a host of believers across the Southeast and around the world as the church united in intercessory prayer for Millard Reed’s healing. Dr. Reed has recounted the story of those days in his delightful book *Consider the Lilies*, but suffice it to say that God heard the prayers of His people, and He began to heal President Reed. Dr. Reed had been taken back to Nashville in an ambulance flight and was in the Vanderbilt University Hospital by the second weekend, on the critical list, but by that Sunday night the doctors noted a distinct change in his condition and soon determined that his liver was actually regenerating itself and replacing the devastated

organ. By Wednesday he was walking around, and on Thursday he went home.

On March 19 the campus community met in chapel for the University Convocation, to celebrate and give thanks for God's blessings, the most visible sign of which was Dr. Reed on the platform, in full academic regalia. He was able to bring only a very brief statement in a very frail voice, but his presence was a witness of God's grace and power, and the community rejoiced. Three former presidents were on the platform that morning, and the service closed with the enthusiastic singing of the newly revised Alma Mater, which now ended in the words "dear old TNU." It was another day for the book of memories.

The next weeks were marked by rapid recovery, and Dr. Reed was back at work on a fairly regular basis. In June his doctor officially dismissed him. Medical people are probably slow to acknowledge what Christian believers see as miracles, but the doctor admitted to having made a presentation of Dr. Reed's case to a Vanderbilt University medical conference in the spring, and he had entitled it "A Remarkable Recovery." Whether miraculous or simply remarkable, this crisis and the dramatic answers to prayer which followed helped to unify the campus community and to deepen its spiritual life in the weeks and months that followed. Prayer cells continued to meet regularly across the campus for the remainder of the spring semester.

Planning for Expansion

IN THE MIDST OF THESE EVENTS, ANOTHER REMARKABLE EPISODE in the history of the school, if not another miracle, had its genesis. Two years before, when Al Raby, the campus planner, presented his projections and plans for the next twenty years, he estimated the total financial need to be \$26 million, of which some \$12 million would be required in the first five years. Figures of that magnitude were unknown in Trevecca's fund-raising history, and so the Board decided to seek some outside advice about how to proceed. In the fall of 1995, with the aid of a foundation grant, they hired a professional firm of fund-raising consultants to come in and determine whether Trevecca had the capability to raise those amounts and to suggest a

plan of operation. When the consultants' report was presented the following spring, it reflected the assurance that the institution indeed had the capability to raise the needed money and outlined a plan by which it should be done; however, the report noted that the approach would have to be different from that taken with any previous effort. Whereas Trevecca had always depended on the churches for its major source of capital funds, for these amounts a major appeal emphasis would have to be made to individual donors for large gifts and to corporate and foundation sources of funds. Since large individual gifts had been relatively rare in the school's fund-raising history, some were skeptical about the possibilities. When the campaign was officially opened in 1997, the goal was set at \$25 million. The overwhelming success of the four-and-one-half-year drive surprised practically everyone and constituted another tribute to God's provision and the faithful response of Trevecca's supporters to supply the funds needed to launch the University into its second century of service.

The need to improve communication with the several constituencies of the school had long been a source of concern and debate within the administration, and in the fall of 1995 a major step was taken in that direction when Jan Greathouse, a Trevecca alumna and long-time English teacher and writer, was employed as the director of public information. She immediately launched a campaign to update and improve the official publications of the College, soon to be the University, and to increase the public exposure of the good things that the school was doing, both on campus and in the community. The *Treveccan* was redesigned, and a new bimonthly newsletter, "The Trevecca Connection," was launched that fall as a more frequent mailing to supporters of the College, and within a year it was reaching an audience of more than six hundred. Coverage of Trevecca events began to appear more frequently in the local media, and the public image of the University has continued to improve. The director's position was made full time the following year, and oversight of all University publications was assigned to that office.

Academic Developments

THE ACADEMIC DEPARTMENTS WERE KEPT BUSY THAT YEAR REVIS- ing and updating their individual strategic plans as well as gathering and evaluating data on their performance in preparation for the five-year interim report to the accrediting agencies. A new statement of purpose was formulated to conform to university status, and each campus unit brought its program into line with that new statement. The new Division of Business and Management was formed from the business administration, and the MHR departments, and its two nontraditional offerings, the MHR and the M.O.M. Programs, continued to grow. In the spring of 1996 these programs celebrated their first joint graduation dinner, including the presentation of a Teaching Excellence Award for an instructor in each program.

Two new graduate degree programs were offered that year, one in marriage and family therapy, the first such graduate-level degree in the mid-state area. It was headed by Don Harvey, widely known through his many books on the endangered American institution of marriage. The master's of counseling psychology was designed to meet the growing need for licensed psychology examiners in different public and private settings. Both of these programs have continued to flourish.

Under the direction of Jan Harvey, Don Harvey's wife, an expansion of the student internship program began that year and has continued to offer ever more opportunities for Trevecca students to spend time in professional work place settings while they pursue their regular class work. Dozens of these internships, many of them paid, are now available and regularly filled. A variety of off-campus study programs are also available, some in overseas locations, most of which carry academic credit for the work done. One particularly attractive and unusual research fellowship was secured by Sonja Olson, a junior biology major, for the summer of 1996. She spent the summer session at the Medical University of South Carolina conducting a research project and participating in seminars while earning fifteen hours of graduate credit in environmental science (*TrevEchoes*, 12 April 1996).

The Mackey Library continued to acquire technological tools to

expand the research opportunities for students. The First Search system was acquired in 1995 and provided the student with an index to fifty-two databases of academic publications, while connecting Trevecca's library with 18,000 other academic libraries across the southeastern United States. Trevecca was staying at the leading edge of information technology. That same fall, a consultant was hired to determine the adaptability of the existing library building to the increasing technological nature of information retrieval and, if necessary, to help design the new facility which would be needed to meet the needs of the next century, should the Board decide on a library as the next priority campus building. The existing structure was found to be inadequate and unable to be reconfigured for the new technology, so a committee was formed to plan a modern replacement.

Improving the Campus

AS PROPERTIES AT THE CAMPUS PERIMETER CONTINUED TO BECOME available for purchase, several houses were acquired, and a number were demolished. A special effort was underway to clear Lester Avenue of houses, to make way for the closing of that entrance as a public street, and the construction of the new entranceway at the Murfreesboro Road access. Eight houses were removed during the 1995-1996 school year, and by the summer of 1996 the street was essentially cleared. In the fall of 1995 President Reed announced the receipt of the third million-dollar gift to Trevecca, this one from Don and Zelma Waggoner of South Carolina, long-time friends and supporters of the school. Suddenly the president's dream of a beautiful new campus entrance, built without borrowed money, seemed a more attainable goal, since the Waggoners specified their gift for use on the entrance. The total cost had been projected at \$2.3 million, including all of the supporting paving, sidewalks, lighting, and fencing for the new perimeter, so this gift was a good start.

Problems of Increasing Enrollments

WHEN EVERYONE ARRIVED BACK ON CAMPUS IN AUGUST 1996, THE news was still good. Enrollment figures were up again, with 1,547 students in class, up almost 200. The 80% retention rate of students across the summer was the highest since 1989, and, in fact, the retention rate for the 1996 spring semester had been the highest in twenty years, so it was obvious that Admissions personnel were hard at work. The new policy toward recruitment had been formulated as "optimum enrollment," which shifted the emphasis from total figures to a more balanced student body, considering elements such as ethnic mix, geographic origin, dormitory/off-campus—and even quality of academic preparation. Conscious efforts were underway to recruit a more diverse student body.

Interestingly enough, one of the first changes that had to be made in order to accommodate the increased enrollment was the location of the chapel service. The Benson Auditorium had been the home for daily chapel services and the regular revival campaigns on campus ever since the McClurkan Building had been completed in the 1940s, but the larger student body had simply outgrown the facility. Consequently, in the fall of 1996 chapel services moved to the sanctuary of the College Hill Church. Though some complained of the longer walk, the larger, beautiful auditorium made up for any inconvenience, and the Lord went down the hill to meet regularly with us, after all.

The summer had been another one of operation without borrowing money. A number of factors were at work to produce the improving financial picture. Receipts from educational budgets were at an all-time high, at 86.7%, and amounts received for scholarship endowment were increasing. Eighteen new scholarships had been established during the previous school year, and more than \$178,000 had been received and invested for their funding. The total amount in the scholarship endowment fund had almost doubled during 1995-1996 and now stood at \$3 million (Board Minutes, Oct. 1996, 55). Furthermore, the balances in the outstanding student accounts continued to decline. The Institutional Advancement Office reported to the Board of Trustees that their efforts at encouraging estate planning

among Southeastern Nazarenes were bearing fruit, with Trevecca now included in more than one thousand individual wills.

Preparing for the Centennial

A CENTENNIAL COMMITTEE HAD BEEN FORMED DURING THE summer of 1996, and a general theme was formulated as the focus for the events of 1997-2001. The theme for this period was announced to be "Celebrating the Century: Fanning the Flame of Service." Each year was to feature a special emphasis reflecting the school's radiating influence, the first being "Service to the Family." "Service to the Church, to the Community, and to the World" would form the themes over the succeeding three years. A series of five books would be published, one each spring, written by several authors and covering different aspects of the history of the school and its significant leaders.

More Campus Expansion

THE SUMMER AND FALL OF 1996 WAS A BUSY TIME FOR THE MAINTENANCE staff, as improvements and additions were made to the physical campus. The last house remaining on the campus side of Lester Avenue was removed and work began on the construction of the new entranceway. Lester Avenue and Hart Street were closed to public traffic, thus fulfilling a decades-long dream of several administrations. The purchase of the Baer Trucking Company at the northeastern corner of the campus completed Trevecca's ownership of almost the entire block. Then the owner of the Saturn Apartments complex, an old friend of the University, offered to sell that property, and the deal was made. Suddenly a seventy-unit housing complex was available for a variety of housing needs and would provide a self-amortizing investment for the school. It was rechristened University Terrace Apartments, and the first units were remodeled to serve as housing for married students. That purchase completed University ownership of the entire north side of Woodard Street and opened the way for the eventual closing of that street.

The TELLS Building (named for the Trevecca Early Learning and Laboratory School that originally occupied the facility), recently vacated by the closing of the Kinderhaus Learning Center, was remodeled during the summer and was then shared by the audio-visual department of the school and the home offices of Pioneer Food Services. An underground cable system was installed that summer; it provided a new fiber optic structure for the campus telephone system and would eventually carry all of the computer lines for the school. The computer labs across the campus were updated, and several were expanded. A complete, modern Nautilus physical fitness center, with its entire array of exercise and weight-training equipment, had been purchased and installed in new quarters in the Moore Physical Education Building, and it opened that fall as Trevecca's Wellness Center. It was intended to "help encourage the physical, emotional, and social health of the community."

New Program Offerings

THE PACE IN THE ACADEMIC AREAS WAS, IF ANYTHING, EVEN BUSIER that year. Each academic unit had developed its own strategic action plan by the end of the 1995-1996 year, and those plans became the pattern for activity. Each major academic field then had at least one doctorate on its faculty, making possible the expansion of offerings in several departments. Preliminary studies were authorized that fall for a doctorate in education, a master's for the library information specialist, and a master's in public health, to be connected with the Physician Assistant Program. New baccalaureate degrees were proposed in physics and communication studies, focused on broadcasting technologies, as well as a new master's of science in medicine for the PA graduate program, and a new general business concentration for the MHR degree. Major academic emphasis on instructional technology was announced, now that the campus was fully computerized. Study of video e-mail and video conferencing was planned with the view toward providing more distance-learning opportunities across the zone. The potential for this kind of activity was graphically demonstrated for the Board at its fall meeting when Board members

talked via public video connection with a Trevecca graduate and her public school class across the city. Three 21st-century classrooms were scheduled for completion before the end of the year, and faculty members would be provided with training in the more extensive use of technology in their classroom activities. The Mackey Library had invested \$16,000 in the purchase and installation of another data access system, ProQuest, which would provide students with instant access to an index of 1500 professional journals, 500 of which were provided in full text on line. The increased enrollments had prompted the creation of a new flexible class schedule that would facilitate the more efficient use of classroom space by, among other things, scheduling classes during the lunch hour. In order to accommodate students in noon classes, the hours of operation for the cafeteria were extended so those students could eat at any time during the day.

Efforts also continued to expand educational services to the wider church community, and the Center for Church and Society led the way in this area by offering seminars during the year for pastors, Christian life directors, and interested laymen. A compassionate ministry network was established in cooperation with the general church and made available to students as well as the church community. Calculus classes for local high school students were offered by the faculty, and a number of students were able to earn advanced placement credit on Trevecca's campus. A number of the campus departmental clubs continued to engage in an array of public service projects in the surrounding community. All the information on these activities was made available to the Internet public for the first time in the fall when Trevecca's new website and homepage appeared in cyberspace.

Students as well as faculty were busy with an array of opportunities for ministry, on and off campus. The program of campus-based service opportunities had been renamed the "Hilltop Ministries" and recruited teams for many different community projects. CAUSE trips continued to attract wide participation. The 1995 group went to Venezuela, the summer 1996 trip was to Brazil, and in May 1997 the team traveled to Belize. In March 1996 the Missions Club traveled to Cherokee, North Carolina, to conduct a weekend of activities for the Native American community there, as well as work on the site of

the local Nazarene church. A special opportunity presented itself in the summer of 1996 when a team was invited to participate in the Youth in Ministry project at the Atlanta Summer Olympics. To top it all off, student government leaders gave the greeting for a segment of the "Good Morning, America" television program as they stood near a bed of beautiful sultanas.

Death Touches the Campus

IN THE FALL OF 1996 TRAGEDY TOUCHED TREVECCA'S CAMPUS IN A way that left few unaffected. In a community the size of the University, it is not all that uncommon for a student to die during the course of the school year. The difference in this case was that the young man involved was one of those individuals who was known and loved by practically every student on the hill. Wallace "Ace" Wimbley was an African-American student from Florida who had arrived on campus three years before and had immediately endeared himself to every person he met. A big man, he always wore a big smile and was willing and ready to lend a hand at any task that needed attention. He was soon singing tenor in the Ambassadors and became active in a variety of campus ministries. He had been appointed as a dormitory resident assistant and was about to begin his senior year of studies when he suddenly became ill and was taken to the hospital. The doctors appeared baffled by his case for a while, but his condition deteriorated so quickly that his mother was called from Florida. Ace came from a broken family, and his mother was struggling in poverty, and so the campus community rallied to make it possible for her to stay in Nashville to be near him. After a short time the news of the diagnosis reached the campus: Ace had an incurable, fast-spreading cancer. Within a few weeks Ace was dead, and the campus was stunned.

It soon became obvious that Ace's family was not going to be able to provide any kind of funeral arrangements or burial accommodations for their son, and a number of his student friends began to work on raising money to provide for a final resting place. At that juncture the school administration stepped in and underwrote the

entire cost of the funeral, the gravesite, and even a grave marker. Students worked to make the arrangements, and Ace was lovingly laid to rest in a Nashville cemetery. What a testimony to the fact that the Trevecca community is different and that it does take care of its own.

The May 1997 Baccalaureate service, held at Nashville First Church, featured the official announcement of the centennial theme and initiated the activities of the next four years. The text for the “Fanning the Flame of Service” theme was taken from Leviticus, “And the fire on the altar shall be kept burning.” The first year’s emphasis was to be service to the family, and four parents of graduating seniors spoke about four areas of service, including alumnus Ken Walker, speaking by phone from his missionary post in Swaziland, Africa. To further inaugurate the period of celebration, the first copy of the first book in the centennial series, *Reminiscences of Dr. A. B. Mackey*, authored by former president Homer J. Adams, was presented to Mrs. A. B. Mackey during the service.

A new student leadership award, named in honor of Toby Williams and presented to an outstanding member of the student council, was inaugurated at the 1997 Commencement. Dr. Williams was retiring that year after twenty-seven years of teaching history at Trevecca.

Celebrating the Century Campaign

WHEN THE FALL SEMESTER BEGAN IN AUGUST 1997, THE BIG NEWS on the campus was the kickoff of the largest and most ambitious fund-raising campaign in the history of the school. The University Advancement Office would seek to raise a total of \$25 million over a four-year period, 1997-2001. Of that amount, \$11.5 was designated for capital construction. (Later that year at the fall meeting of the Board of Trustees the president recommended that the first major building be the new library and center for instructional technology. Construction of that building would cost \$10 million, and the remaining \$1.5 million would be used to refurbish the Mackey Library building to make it suitable for use as an academic facility.)

Four million dollars was the goal for the scholarship endowment fund, which had grown to \$3 million over the past six years toward its target goal of \$10 million. The remaining \$9.5 million was earmarked for the Annual Operating Fund, a goal that actually required raising only \$1.5 million in extra income beyond the more than \$8 million that churches would contribute during that time period in the form of educational budgets.

In spite of the unprecedented amount of money involved, the Cabinet and the Board were confident. They reasoned that the financial needs were valid and demonstrable, that the centennial timing seemed appropriate, with no major funding campaign in the immediate past, and that the president enjoyed a great degree of confidence from the educational zone. A spirit of optimism appeared to be the order of the day, and President Reed projected that optimism when he presented the challenge to the Board in October:

In the three years since we approved the [Strategic] Plan, we have pretty well done all that we can do to maximize existing facilities. . . . Dynamic institutions cannot simply maintain the status quo. . . . [T]o hold still is to drift toward mediocrity and extinction. [Maintaining the status quo] is an option which the holiness movement, and more specifically the Church of the Nazarene in the Southeast, cannot accept. (Board Minutes, Oct. 1997, 9)

Explaining the increasing competition for students among Nazarene schools and with secular schools, he said,

Denominational loyalty is not the factor that it once was for high school students and their parents in the decision regarding higher education. . . . Trevecca Nazarene University, with its academic programs, its qualified faculty, and its spiritual climate, must also have a campus that compares favorably if it is going to compete for the students of the next decades. The facts of competition are imposed on us from without. A deep desire to honor our Lord and the noble cause of "heart holiness" drives us from within. (Board Minutes, Oct. 1997, 10)

Because the amounts of money needed were unprecedented, the strategies required to raise those amounts would be new. Obviously, a number of donors who could give gifts of one million dollars or more were needed, and even larger numbers who could contribute

amounts in the hundreds and tens of thousands were also needed. Trevecca had never maintained long lists of potential donors who commanded this level of resources, so this campaign required new approaches and even a new mindset. The president announced that the first phase of the campaign would be the “silent phase,” and no public announcement would be made until sixty percent of the \$10-million library cost was reached. Plans were formulated to activate more effective giving from the ranks of the alumni and to strengthen the planned-giving program. A series of regional gatherings were planned, events which would bring together alumni and friends of the school in an informal setting where a University representative could present the campaign objectives. These meetings were eventually held in several major cities across the educational zone, beginning in Nashville, and were considered extremely successful in getting the message out. Gerald Skinner, who had served Trevecca for years as the chair of the Department of Business Administration before his return to the professional business world, was chosen to chair the campaign committee.

The early stages of the campaign were eminently successful. By the following March Board meeting, in 1998, the number of alumni donor households was up from the previous year by 250%, and the balance in the scholarship endowment was more than \$5 million. Two gifts of \$1 million each had been received. Gerald and Kay Quick, alumni and long-time supporters of the school, gave one million to the library fund, and Gerald and Eileen Skinner, former faculty member and wife, also supporters of the University across the years, designated their gift for the scholarship endowment. By the end of the 1998 summer, the total cash paid in for the campaign already exceeded the goal that had been set for the “silent phase” of the campaign. The “public phase” was then announced the following spring in conjunction with the March 1999 Board meeting. A banquet was held at a local hotel, with Trevecca Board members, faculty, administrators, and numerous friends present, and the mood was one of triumph and anticipation. The original estimate had been that the campaign would reach the 60% figure by early fall 1999, and it had been reached, instead, fifteen months earlier; the prospects were

excellent for a successful conclusion of the effort, and possibly even an early one.

New Entranceway

THE MOST VISIBLE CHANGE IN THE CAMPUS WHEN STUDENTS arrived that fall of 1997 was the new entranceway that was taking shape at the north entry. This beautiful stone structure flanked the drive from Murfreesboro Road, and two key concepts from the University mission statement, Leadership and Service, were engraved on opposing sides of the lintels of the portals, reminding all who entered or left the campus of the outcomes sought by the Trevecca Community. Construction had begun even as the last buildings in its way were being demolished, the final property acquisitions having been completed the previous spring.

The new entry was a major component of a \$3-million set of improvements to the campus that included perimeter fencing, lighting, a divided drive up the hill to a new traffic circle in the middle of the campus, and a new access road from the divided drive to the Benson Hall parking area. This road would eventually form the first leg of a perimeter drive around the west side of the campus. An attractive garden-style information booth was placed just inside the portals, providing a place where visitors to the campus could stop for directions.

When the new entry complex was dedicated at the 1998 Commencement ceremony, a handsome new face of the Trevecca campus was presented to the Nashville community. Best of all, several large gifts, including the \$1.4 million from the Waggoners, made it possible to dedicate the new entry debt free.

Progress toward meeting the periodic goals of the Strategic Plan had been more than satisfactory, and practically all goals were met or exceeded by the opening of school in 1997. Major renovation of the Tidwell Faculty Building had been completed, and the swimming pool area in the gymnasium had been completely updated, with new lighting, paint, and a building-wide outside deck on the east wall, separated from the pool by a one-way-view glass wall. The old pres-

ident's home facing Alumni Drive had been converted into offices for the Career Counseling Center, and the Center's staff was already occupying the building. New computer labs had been installed in the major academic buildings, the dormitory computer labs had been expanded, and, with very few exceptions, all faculty members and administrators now had personal computers in their offices. Plans were already being implemented to convert the recently acquired trucking company buildings to classrooms and offices and rename them the Woodard Street Annex.

In the fall of 1997 construction began on another very visible campus structure, a 320-foot radio tower housing the antennae for the campus radio stations. It was put into service in the summer of 1998 at a total cost, including all the accompanying structures, of \$185,000. The new tower significantly increased the range and quality of campus broadcasting.

The additions to the campus through the various property acquisitions had a dramatic impact on the size and value of the University plant. Total acreage included within the perimeter had been increased to 66.3, an increase of six acres during the past six years. The total investment in the plant had gone from \$6.4 million to \$14.2 million during the same time period, with the equity in the campus then standing at almost \$19 million. As with most success stories, this picture had a negative side. The acquisitions and improvements had been expensive, and a significant portion of the costs had come from the current operating funds, including some for the entryway project. The availability of these funds had made it possible to avoid borrowing money, but use of current funds also put a strain on the cash position of the school, and by the fall of 1997 the administration was monitoring cash flow carefully.

Enrollment Trends

ONE CAUSE FOR THE CASH PROBLEM WAS A SMALL DROP IN THE enrollment figures for that fall semester, down thirty students from the previous year. Numbers of nontraditional students were actually up, but this increase meant that the number of traditional college-age

freshmen was down by more than the total figures reflected. This drop was particularly disappointing and confusing for those in Enrollment Services who had been pouring extra effort into the recruitment area. The recruitment budget had been increased 150% during the past five years, and Enrollment Services had pursued new strategies that had proved very successful in the previous years. Both contacts with prospective students and applications were up significantly, and everyone anticipated another healthy increase; however, students change their plans at the last moment, so the recruitment staff began planning immediately to work smarter the next year.

The MHR Program for nontraditional students continued to expand offerings, having passed the mark of one thousand graduates at Commencement the preceding May. Satellite classes were begun that fall for two new groups of students at the Saturn automotive plant in nearby Spring Hill. Saturn had become one of the major sources of students in the MHR Program. The following January another satellite class was begun on the nearby suburban campus of the Volunteer Community College in Gallatin. Efforts were also being made to increase the opportunities for community groups to come onto campus for educational activities. A new Center for Business Excellence was launched that summer of 1997, with the business administration faculty offering a series of six Saturday institutes on topics of interest to the local professional community. The Center for Church and Society held a November workshop on ethics and the law for ministers. They followed this meeting with the Delta Conference in January, which addressed the problems and opportunities for ministering to African-Americans in the Southeast. In March a major regional conference was sponsored on campus and drew some 350 participants. The Conference on the Family featured nationally known family therapist H. Norm Wright and child psychologist David Elkind, as well as local resource persons, including faculty members, and focused on parenting skills and family issues. Another project focused on the younger members of community families when the Trevecca coaching staff held a basketball clinic in September for one hundred fifth-graders in conjunction with Metro public schools.

More Academic Advances

THE ADMINISTRATION WAS ALSO TAKING STEPS DURING THIS TIME to bring the various structures and procedures of the school into line with the new university status. New computer software and new registration procedures were put into place in the fall of 1997 to speed up the process for students and faculty, and a new system of student course evaluation was implemented for the first time. Two additional academic divisions, Religion and Philosophy and Social and Behavioral Sciences, were organized, with division deans at the head and with eleven program directors replacing the department heads. The goal of this new structure was to simplify the overall operation of the academic units and to move more autonomy and responsibility down the line to the levels where the action takes place. The following spring, the Physician Assistant Program was restructured as a graduate offering, moving into a more appropriate level of academic credit and into line with most other programs of its type. That fall the University filed with the Southern Association an official letter of intent, asking approval to apply the following March for permission to offer the doctor of education degree and to begin classes in the fall of 1998.

Mackey Library director Ray Thrasher also announced that spring that Trevecca had made another stride forward in providing access to information for its students with the installation of Project Athena. Trevecca had been one of the founding members of the Nashville Area Library Alliance, and the product of that consortium was a virtual catalog, provided on line, which made accessible the collections of several Middle Tennessee libraries, public as well as collegiate, totaling more than five million volumes.

Although retention rates for students had risen over the past few years, the administration was always alert for new strategies to keep students enrolled and on the track toward graduation. One such strategy was implemented for the first time in the fall semester 1997; it since has become a regular procedure. The Coalition of Christian Colleges and Universities (formerly the Christian College Coalition), an organization to which Trevecca had belonged for a number of years, produced a survey instrument for its member institutions that

was designed to find out what students liked and did not like about their schools and how important those things were to them. Along with seventy other member schools, Trevecca administered this 114-statement survey to students that fall and made some very interesting discoveries. The item that reflected the most discontent was the perceived shortage of student financial aid, with the quality of the dormitory facilities and library resources following closely behind. This information quickly focused the administration's efforts to satisfy students' felt needs. The areas of satisfaction far outnumbered the negative responses, however, and the total result was considered to reflect a fairly high level of contentment for most students. They responded positively about the areas of course content, quality levels of instruction and academic advising, accessibility of computers, and level of spiritual life. These surveys continue to be used to help evaluate the quality of community life at Trevecca.

As is frequently the case, the encouraging news of progress was accompanied in the spring of 1998 by the loss to the University of two valuable members of the faculty, both of them after many years of service. Nancy Hazlewood had completed twenty years of instruction and supervision of student teachers in the teacher education department, and William Strickland retired after a total of thirty-six years on the faculty. He had served seventeen years as the academic dean and the remainder as professor of religion.

In the midst of surveys and schedules and reading assignments, it is easy to forget that the school's clientele is still made up of highly energetic, creative, but fun-loving young people. One incident in the fall of 1997 serves to illustrate the need for constant vigilance on the part of campus security forces to monitor these bursts of creative energy. The observatory dome atop the Greathouse Science Building has always been a target for local artists to display not only their talent but also their agility to reach the roof and return safely to the ground without detection or broken bones. On the morning after Halloween that fall the campus was treated to the sight of a very large orange pumpkin sitting on the roof where the white dome normally rested. As is frequently the case, the artists were soon apprehended and persuaded to remove the paint, but the prank gave almost everyone on campus a smile.

Great Nashville Tornado

UNDOUBTEDLY THE MOST EXCITING EPISODE ON CAMPUS THAT year was provided by the forces of nature when the great tornado of 1998 swept through Nashville on the afternoon of April 16. A large group of some 1800 TNT'ers (Top Nazarene Talent) was visiting Trevecca that Thursday, and so the campus was teeming with teenagers from across the zone, going back and forth among the areas of competition. Since before noon weather reports had been announcing the potential for severe weather. By mid-afternoon it became obvious that the weather system was very unstable and, in fact, probably included tornadoes. At 3:30 P.M., a massive cluster of twisters roared down the main streets of Nashville, and observers on the Trevecca campus could plainly see the dark funnel as it advanced closer. The roar was ominous, and flying debris was plainly visible in the downtown area, less than two miles away. In spite of the frantic efforts of security personnel and chaperones, many of the TNT'ers insisted on staying outside to see what was happening. As the storm moved on across the river, in full view of the campus, leaving millions of dollars worth of property damage and several fatalities in its wake, it was obvious that the Trevecca community had been spared a major disaster. The only significant adjustment made necessary by the storm was the cancellation of night classes for that Thursday. Of course, the events of that afternoon became the major topic of conversation on campus for months to come. Within a few days, in fact, a project was launched as a direct result of that afternoon's narrow escape. The administration appointed a committee whose assignment was to study the procedures in place for dealing with campus crises and to formulate a more efficient plan for reacting to unforeseen events, from natural disasters such as the tornado, to man-made crises, such as criminal activity. The committee published a comprehensive procedures manual during the summer, and everyone on campus was then briefed on how to deal more effectively with emergency situations.

Looking toward the New Millennium

THE FALL SEMESTER 1998 BEGAN WITH A NUMBER OF VERY POSITIVE indicators. Enrollment had bounced back and was sixty-six above the previous fall. The receipts from educational budgets increased again in 1997-1998, as they had every year since 1991, and set records in percentage points, with 90.1% of allotments paid, and in volume, with \$2.2 million received. As a result Trevecca came through another year of operation in the black. The previous year saw three one-million-dollar gifts come in, plus another million from settlements of several estates. The net value of the University's assets had risen by over 30%, in spite of the fact that most of that money was in the form of restricted giving. The total amount pledged on the capital campaign was more than \$11 million, with the cash available for the new building at \$6 million. The balance in the scholarship endowment fund reached \$6.4 million.

With these very gratifying statistics as background, President Reed met with the Board of Trustees at the October session and presented them with a challenging picture of the status and of the future of Christian higher education and how he saw the future of Trevecca as a vital part of that picture. He cited research by Dr. Pusey that indicated ten emerging trends in American education which have an impact on Christian colleges and universities, and thus affect Trevecca:

Growing competition for students;

Emphasis on collaboration (with business, government, public education, and so forth);

Decrease in denominational loyalty among young people and a decline in commitment to any type of institution;

Changing expectations of the younger generation;

Increase in numbers of transfer students;

Focus on outcomes of education, rather than just the process (credit for life experience, portfolios, and so forth);

Focus on lifelong learning;

Declining emphasis on the liberal arts;

Demographic shifts among students, especially in age, ethnicity, and race;

Technological revolution (distance learning).

Dr. Reed cited examples of how some of these trends were already affecting Trevecca: the increase in nontraditional students (up one hundred over the fall of 1997; in fact, nontraditional students outnumbered traditionals for the first time that year); significant increase in transfer students, 19% in the last year; and the development of several new graduate programs to meet the needs of new demographic groups.

The president went on to outline his perspective of Trevecca's place in the future world of higher education. "The first step in planning for the institution's future is to reemphasize our distinctiveness . . . our reason for being. . . . Nonnegotiable guidelines for us include the values which focus on being a Christian university in the Wesleyan-holiness tradition. . . . We make no apology for who we are," he said, "a Christian community providing education for leadership and service." He proceeded to make some observations drawn from the writings of John Richard Neuhaus:

To be a Christian university means to have a clear identity, to have conviction, not just affiliation. . . . A Christian university will settle for nothing less than a comprehensive account of reality. Therefore, theology and philosophy, the sciences of meaning, are at the heart of the Christian university. Today the Christian university is in crisis. It is most accurately described as a crisis of Christian faith. The question that those who lead a Christian university must answer, and answer again every day, is whether the confession that Jesus is Lord limits or illumines the university's obligation to seek and serve the truth. (Board Minutes, Oct. 1998, 4-5)

President Reed concluded with his own response to these challenges and established the focus for the trustees as they worked to set the course for Trevecca's second century:

Trevecca is more than an institution in transition. It is enjoying transformation. It has demonstrated an ability to do that in the past.

It pursues its future aggressively today. We have the opportunity to strive toward the vision that we believe God has given us. We do so gladly, confidently, and creatively. (Board Minutes, Oct. 1998, 9-18 *passim*)

At that same meeting, Vice President Pusey quoted from George Dehne's study, "A Look at the Future of the Private College," which noted that there are only five types of private institutions of higher education in America:

1. Those enjoying large endowments and high prestige;
2. Those possessing certain distinctives and offering unique programs;
3. Those who are adaptable, willing to serve a variety of publics;
4. Hybrids of (2) and (3); and
5. Those who are dead.

Since Trevecca could not fit into the first category and had no desire to fit the last, Pusey saw Trevecca's survival linked to numbers two and three. He reported that the Strategic Planning Committee had formulated the following goals which Trevecca would be pursuing over the coming years: "We want to be a Christian, Wesleyan university, providing holistic education, being a redemptive community of believers, serving students as the primary customers" (Board Minutes, Oct. 1998, 36).

Obviously, the administration had given a considerable amount of thought to what the school should *be* and should be *doing*, and the Board of Trustees was being asked to buy into the resulting program and to be ready to provide the leadership and the resources necessary to reach those goals.

More immediately, the Board was asked to approve a new mission statement, statement of purpose, and a schedule of value statements and operational goals that had been reformulated and updated to match the new university status. All campus units would be required to implement the new assessment program during the coming year for the Institutional Effectiveness Committee, and the results of that process would become the basis for the next accreditation

review. The Board was presented with the new Trevecca Community logo that had been redesigned to reflect the total membership of the expanded community of entities. They were also asked to approve a new policy which would change a time-honored tradition reflecting the philosophy that a church college should admit any student who expressed the desire to attend, at least until the student demonstrated an inability to perform at an acceptable level. The administration recommended that a student not be admitted if he or she was unable to demonstrate, by previous grades or by test scores, a base line performance level; instead, that student would be required to complete remedial work at another institution and demonstrate that minimum level of academic performance before he or she could be reconsidered for admission. This new policy was a departure from the one long in effect, but it was deemed necessary to implement a higher level of academic integrity for the institution, and the Board approved the change.

Encouraging Financial News

AS THIS FOURTH YEAR OF MILLARD REED'S SECOND TERM OF office progressed, encouraging news continued to come in. Late in September the Waggoners added to their already generous gift to the University another transfer of securities worth \$3 million, bringing their total contributions toward the new library to \$4 million, and President Reed announced that the new building would be named in their honor, the Waggoner Library and Center for Instructional Technology. In addition to being the largest single bequest ever received by the school, this gift also enabled the University to move immediately toward beginning construction of the new building, and the groundbreaking ceremonies were held April 16, 1999, with all the appropriate people turning shovels of dirt to signal the beginning of the process. A highlight of the ceremony was the participation of Mrs. A. B. Mackey, who served for so many years as director of the Mackey Library, named in honor of her husband. As soon as the crowd dispersed that day, the men in hard hats began to erect fencing

around the site, with completion of the new three-story, 60,600-square-foot structure promised for midsummer 2000.

The Waggoner Library was finished on schedule and was occupied in August 2000. This building is by far the largest and most costly structure on the campus and is the focal point for anyone who enters the campus by the main entrance. It houses an extensive collection of books and other printed materials, and an array of computer workstations provides access to the electronic indexes and databases, as well as to the Internet. It also contains nineteen group study rooms and several classrooms and meeting rooms, in addition to the Curriculum Library which houses materials for the Teacher Education Program. Staff offices and workrooms and the University Archives are also housed in the building. This beautiful building was dedicated at Homecoming 2000.

The new library in a unique way bears the mark of the director of library services for the preceding sixteen years, E. Ray Thrasher. She strongly urged its being given top priority among the several new campus buildings that were considered as part of the long-term campus development plan in the early 1990s. She researched and visited several recently constructed university libraries in the area, and she worked closely with the consultant who was employed to do the planning study for the new building.

The pledges and contributions for the financial campaign continued to come in during the year, thanks in part to the efforts of a small army of volunteers, over seventy in number, who lent their assistance to the University Advancement team. The Board of Trustees and the Capital Campaign Cabinet both pledged significant amounts toward the drive, and the regional dinners continued to register success. The annual spring Trevecca Golf Classic raised an unprecedented \$6000 to apply toward the scholarship endowment. That balance stood at \$7.5 million by Commencement 1999, and the total balance raised for the \$25-million campaign was at almost \$17 million, a figure which would have been beyond the imagination of most Trevecca supporters in earlier years. The increase in giving for scholarship endowment brought almost immediate benefits to students, with grants to children of missionaries, for example, doubled in amount for the coming year, and thirty alumni scholarships available

as well. With tuition increasing every year, these new funds made the difference for many prospective students.

Academic Innovations

TO BETTER ADDRESS THE NEEDS OF THOSE STUDENTS WHO COME poorly prepared for university-level work or who have special problems, a new Academic Support Center was opened in the fall of 2000. The Center consolidated the functions of several existing operations and included basic tutoring and testing services, basic skills classes, computer-assisted instruction, and services for disabled students. The new library was designed to include a large new area for these expanded services. A new committee on minority affairs and affirmative action was organized to deal more effectively with the concerns of the increasing numbers of minority students on campus. Plans were also initiated for a new graduate program for library information specialists, projected to begin in the fall of 2000. The majors in the Division of Social and Behavioral Sciences were restructured to offer new undergraduate concentrations in social work, criminology, and family studies, and a new concentration in television applications was added as an option within the mass communication major. The Music Business Program had been restructured at this same time. All these changes reflected the faculty's efforts to fit the departmental majors more into the career requirements that the graduates were being asked to meet when they entered the work force.

Progress was being made in the utilization of new technologies in classroom settings. The religion department used Internet connections to administer portfolio exams for the Christian Education class that fall, and plans were underway to offer programs on line for the pastors' course of study as well as for an adult management degree for ministerial staff across the zone. The new library had been designed to include a classroom equipped with all the electronic equipment for distance learning. One of the more spectacular examples of technology aids had already been installed in the music department in the form of a new state-of-the-art computer center that was used in classes, such as music theory and orchestration. It incorporated the

FINALE program, the industry standard software for music composition, and provided up to two hundred voices and full orchestration, all electronically, at the fingertips of the student composer.

One of the unique innovations that appeared in the schedule that year was a section in accounting that was offered at 6:30 in the morning, an hour when most college students are turning over for forty more winks. The class ran for two and a half hours, twice a week, and was designed to enable students working full time to take a class and still get to work in time for a full day. Twenty-one students signed up for the opening class, so it evidently met a need.

Outreach activities for the community that year included a series of business forums open to the business community and featuring speakers from the Nashville area. In February 1999 the University sponsored a major conference under the title of "Conference on the Church." The featured speaker was William Willimon of Duke University, and the focus was "Rediscovery of the Church: Embodying Holiness for the Next Millennium." The well-attended and very stimulating day included responses to Dr. Willimon's presentations by William Greathouse and H. Ray Dunning and several of Trevecca's faculty members. This conference would have to be considered a high point in the intellectual life of Trevecca that year.

One program shared with the community has enjoyed unusual success, and it celebrated its first decade of existence in 1998. The Trevecca University/Community Orchestra was founded in 1988 by Professor Tim Cierpke, director, as a five-member string ensemble, and by 1998 it had grown into a seventy-piece symphony orchestra. Composed of Trevecca students, faculty, and Nashville residents, the symphony performs a full range of musical works from Mozart to pop concerts. Dr. Cierpke began a similar program in 1998 for vocal music. The Trevecca Civic Chorale involves alumni and community vocalists and college students in public performances of quality choral literature.

Initiating the Doctoral Program

SURELY A LANDMARK IN THE SCHOOL'S HISTORY WAS REACHED IN January 1999 when the first doctoral class began with twenty-nine students, thus ushering in a new era, long awaited and long planned for. The program initiated for these students, most of whom were teachers or school administrators and more than half of whom were graduates of Trevecca's master's program, a thirty-six-month, nontraditional, technology-driven curriculum in professional practices. The classes were offered on weekends and during the summers and were designed for practicing professional educators who could not suspend their careers in order to have time to pursue a terminal degree. Ninety-two prospects made application to the program, and seventy-six interviewed, so the final group selected was considered well qualified and well prepared to become Trevecca's first doctoral students.

Pastor-in-Residence Program

IN THE FALL OF 1998 ANOTHER NEW PROGRAM WAS INTRODUCED to the campus, a program which would have a significant impact on student life. Eugene Williams, an alumnus, arrived to serve as the "pastor in residence." Funding by several individual donors made it possible for Gene, recently retired from a very successful pastorate, and his wife, Joyce, an alumna, to come for one month in the fall and then again during January to minister to the students in diverse settings, from classroom presentations to seminar sessions and just "hanging out" in the "Hub," the campus snack shop. Joyce observed that part of the job was playing grandpa and grandma to homesick students and the other part was the role of mentors to students preparing for ministry. The inaugural year for this program was considered a great success.

Developments in Athletics

THE INTERCOLLEGIATE ATHLETIC PROGRAM SAW ONLY MODERATE success during the 1995-1999 quadrennium, with no championships

won, but several individual players achieved recognition within Trevecca's regional association. The Tennessee Athletic Conference underwent some changes and was renamed the TransSouth Conference to reflect the new practice of allowing out-of-state teams to compete in the league. This change obviously raised the level of competition and made it more difficult to reach the higher levels of achievement. The legal requirements of the federal government, covered under Title IX, were all met in the spring of 1998, an achievement that removed a cloud from the school's program. Plans were underway for construction of a new outdoor sports complex and a field house that had been designated as the third in priority of the new campus buildings in the long-range plan, after the library and the fine arts/convocation center. A new softball field would be the first part of the new complex, to be ready for the 2001 season, and the tennis courts and baseball field would be moved to new locations later. New golf programs for men and women were begun in the fall of 1999, and men's and women's soccer teams were authorized to begin competition in the fall of 2000. Alan Smith, long-time tennis coach and recently appointed athletic director, received the highest honor given by the national association when he was inducted into the NAIA Hall of Fame for his achievements as an outstanding collegiate coach.

Although no one knew it at the time, the hiring of a coach for the new women's basketball program in the fall of 1996 was the first step in a series of events that proved truly amazing. Julie van Beek, a Northwest Nazarene University alumna and an assistant women's coach at Southern Nazarene University for the previous four years, was tapped to revive women's basketball. Later, when she was interviewed by *TrevEchoes*, van Beek expressed her faith that Trevecca's women would play in the national tournament four years hence. Most readers probably considered that prediction somewhat optimistic, and Julie later confessed that it even seemed rash to her when she said it, but it was accurate. When the 1999-2000 season began, the fourth year for the new team, it soon became evident that the year would be a different one. The Lady Trojans won six straight games, a school record, and then proceeded to establish even more school records: most wins in a season, with a 24-9 record; most points in a

game; and consecutive home wins. Their defeat in the final round of the regional conference tournament kept them from that title, but they still won a berth in the national competition. Even though the women were eliminated in the second round of the nationals, they had provided their classmates with the most exciting season of athletic competition that Trevecca had seen in a long time. Coach van Beek received the regional Coach of the Year Award, several players were named to individual honors, and ten members of the team were named Academic All-Conference players in recognition of their academic standings.

As has always been the practice with Trevecca's athletic programs, the young women were exposed to experiences off the court which were designed to broaden and deepen their spiritual lives. The highlight was a ten-day summer sports-evangelism trip to Mexico in 1999, where they played exhibition games, handed out New Testaments, and shared their faith, in both group and individual settings. This kind of program illustrates the kind of role athletics can and should play in the life of a Christian university, an integral part of the full development of the student players and the entire campus.

Third Term for Millard Reed

AS THE 1998-1999 ACADEMIC YEAR DREW TO A CLOSE, SO DID President Reed's second four-year term of office, and it had been, by all measures, a very successful term. Giving from all sources was up, particularly large gifts for special projects, but the educational budgets, which constitute the lifeline of the school's daily operations, set new records as well. The scholarship endowment rose from \$1.3 to \$7.5 million, while the total operating budget for the school increased from \$11.3 to \$18 million. A beautiful new entrance was open to the public, leading up the hill to the construction site of a new state-of-the-art library building. University status was a reality, and the first doctoral class was underway. The campus-wide Strategic Plan was completed and was being implemented, and progress toward its goals was on schedule in almost all categories and ahead in many others. Eighty-three full-time faculty members were on duty, compared with

sixty-one in 1991, and 64% of them held earned doctorates, an all-time high. Faculty salaries had been increased by almost 50% over the same period. Enrollment trends were generally upward, with nontraditional programs experiencing the fastest growth. A total of 1582 students had enrolled in the fall of 1998, the highest figure since 1991, when the graduate programs had been deliberately scaled back. The graduating class of 1999, numbering 609, was the largest in Trevecca's history.

A high point of Commencement was the announcement of the new Lyla T. Mackey Diakonos Award that recognizes persons who have rendered extraordinary service to the University community and Christian higher education for an extended period of time and with far-reaching, ongoing impact. Mrs. Mackey was presented with the first award at that ceremony.

God had blessed Trevecca in all its endeavors, and Dr. Reed's reelection to a third term by the Board at its spring meeting came as no surprise. The new millennium and the second century of Trevecca's life would begin with the same hand at the helm that had guided it so well over the previous eight years.

Epilogue

IF THE FIRST YEAR OF MILLARD REED'S THIRD TERM IN THE Trevecca president's office is an indication, then his third term will be another story of accomplishments and new records set for the University. The fall enrollment figures for 1999 reported 1,615 students, the largest number since the fall of 1991, when the cutbacks in the graduate education program had sharply reduced the enrollment figures. The retention rates for traditional students were the highest ever, at 91% and 86% for the spring semester of 1999 and the fall semester of 1999, respectively. Both of these figures exceeded the projected goals in the Strategic Plan for those periods. A visiting team from the accrediting association had spent several days on campus that September, reviewing the new doctoral program, and had left behind only favorable comments. The few recommendations they made dealt with minor points and were aimed at refining the program. The second doctoral class began work in August 1999, and the third was scheduled to start in August 2000.

In his report to the Board of Trustees at the October 1999 meeting, President Reed recapped the significant developments and changes made at Trevecca over the previous eight years. It was an impressive list. The College had become a university, with all the structural reorganization that change required, and the graduate programs offered had been increased from two to seven. A major financial turnaround had been achieved and a strong fiscal position had been established. The level of financial support from the churches on

the Southeastern Educational Zone had risen to an all-time high of 92.4% of the assigned budget allotments, with over two million dollars being received annually into operating revenues. In fact, for the five previous years, 1994-1999, the school had operated with a million-dollar surplus. The equity position, or total value of the University above the amount of debt owed, had risen from \$10.4 million in 1991 to \$29.8 in 1999. The general endowment fund stood at one million dollars, and the scholarship endowment contained \$7.68 million, with \$1.4 million more pledged by donors. At the halfway mark in time, the results of the Celebrating the Century Campaign were equally impressive: \$13.2 million had been raised toward the \$17-million capital fund goal and \$18.6 million toward the overall goal of \$25 million.

The physical campus had absorbed \$9.9 million of these incoming funds. Expansion of the boundaries through nine property purchases had cost \$3 million and added six acres, and the development and beautification plan for the total campus, with the new entranceway as its centerpiece, had cost almost \$2.3 million. All of the major buildings had been renovated and upgraded, and construction was well along on the new \$11-million library and center for instructional technology. Plans for the next major campus building, the fine arts complex, were completed, and building project teams were in place and functioning for that building as well as for the renovation of the Mackey building.

Developments among people and programs were also part of this picture. The proportion of faculty with doctoral credentials had risen from 55% to 66% since President Reed took office, and average faculty salaries had also risen by 50%, a development which was understandably reflected in a high level of morale among the faculty, as well as among all campus personnel. Sports programs had been expanded to include men and women's soccer and golf teams and a new women's basketball team which would enjoy a highly successful year in 1999-2000. Best of all, there was an increasing awareness of God's leadership and blessing in all these accomplishments, and a rising level of spiritual life across the campus.

The president then proceeded to project his priorities as he and his team were looking to the future. Providing physical space on

campus for classes, performance areas, student activities, athletic events, and general gatherings of people, as well as improving security for the University by completing the enclosure of campus boundaries, were major concerns. The establishment of steady enrollment growth in all programs, but particularly among the traditional undergraduate students, was to be a serious focus. Development of distance learning programs, the movement of the new master's of management degree to a master's of business administration, a new master's in worship studies, and a doctorate in religion were all to be targets for study. A feasibility study was also planned for accreditation of the University by the National Council for the Accreditation of Teacher Education, the most comprehensive level of accreditation and the most difficult to achieve for teacher preparation programs. More emphasis was planned for job placement services for graduating students. Of course the continued development of sources of funds for capital improvements and endowments is always high on such priority lists, for all these programs and improvements cost money (Board Minutes, Oct. 1999, 233).

Developments on the financial scene continued to be encouraging during this school year. By the end of May 2000, two additional million-dollar gifts had been received, and the centennial campaign stood at 91% of the goal, with \$22.75 million in hand. The Waggoners had contributed an additional million dollars toward completion of the library, bringing their total gifts to \$6.4 million. In addition, for the first time in the history of the school, a gift was received which was designated to establish an endowed academic chair. Frances Griggs Elizer gave a generous gift to fund the J. B. Elizer Chair of Christian Ministry in the School of Religion in memory of her husband. The Elizers were faithful laypersons in Nashville First Church of the Nazarene, and this first endowed university chair was a great step forward for the institution and a fitting tribute to a good man.

In the spring of 2000 the studies were completed and the new academic structure was announced which would bring the school's organization into line with its new university status. The total academic program was organized under four new university schools: Education, Business and Management, Religion, and Arts and

Sciences. This last school included Divisions of Social and Behavioral Science, Communication Studies, Music, and Natural and Applied Sciences. Each school was headed by a dean; each division by a chairman; and each individual department under both of those levels was headed by a coordinator. Each special program was to be supervised by its own director. This new structure constituted a major decentralization in the traditional lines of authority and responsibility for the academic endeavor and relieved the academic vice president from much of the daily operating details of the University and permitted him to focus on the broader issues of academic development. Vice President Pusey observed that the new structure “. . . would assure that we are positioned to respond to the needs of our constituency well into the future” (*Treveccan*, summer 2000, 4).

A host of new programs was introduced during this year as evidence of this new vitality. The new Christian Ministries Institute was announced by the School of Religion; its goal was to provide in-service training for pastors, including help in meeting ordination requirements. A new cooperative program in nursing was established in conjunction with Belmont University in Nashville. In the fall the Center for Business Excellence, working with the Management Program, offered another series of continuing education classes to the Middle Tennessee business community through the New Millennium Leadership Series. In December two dozen faculty members from a Nashville public magnet school were provided an afternoon of instruction in PowerPoint classroom presentation by the Trevecca faculty and library staff. In February 2000 the business, religion, and social work faculties combined forces with the Division of Evangelism and Church Growth of the Church of the Nazarene and presented a major three-day conference on compassionate ministries featuring nationally recognized speakers and designed for practitioners and interested students from the mid-state area.

In the fall the math faculty announced the development of new modular programs for students involved in the basic skills instruction programs, and plans were underway in several departments for on-line programs to be offered to home schoolers and private K-12 schools across the educational zone. The science faculty began to use several more new pieces of equipment that permitted students to

measure DNA and RNA gene sequences, and their findings could then be compared, using the Internet, with information in worldwide genome data banks.

During the year, plans were completed, a director was hired, and the curriculum was designed for the new Master's of Library Information Science Program, which began classes in the fall of 2000. Esther Swink, a Trevecca alumna and a thirty-year veteran of public school library administration, came to direct the program, one of only two available in the state of Tennessee.

As is always the case, new faces appearing in the faculty meetings were balanced by several who ceased to appear, and several long-time faculty members retired during this last year of the old millenium. John Chilton and Gerard Nyssen left the faculty in the spring of 1999 after twenty-six and thirty years, respectively, in the classroom. Charlotte Scott retired at the same time after twenty-five years as executive secretary to the academic dean. Charlotte was a campus institution and probably had amassed the longest continuous service record of any staff member in the history of Trevecca. In fact, it had always been rumored that she actually ran the school.

In the spring of 2000 three more faculty members retired after completing lengthy terms of service. Ed Whittington had served for thirteen years in the education area, the last seven as director of teacher education, and had developed one of the strongest programs in the state. Carol Anne Eby and Wilma Johnson retired after eighteen and twenty years, respectively, of faithful service in the classroom. People like these are always hard to replace, and yet God always seems to be calling up new successors from the ranks.

Trevecca's student body continued to practice that focus of the University's mission statement which is stated as "service." A great portion of the students worked in cooperation with the National Prison Fellowship to sponsor the annual Angel Tree Christmas party, where more than three hundred children of prisoners and their families were treated to dinner and Christmas gifts. The members of the campus Ethnic and Cultural Diversity Club helped to build a playground for the children of a nearby housing project. In the fall the entire freshman class participated in a community service "blitz," working with a wide assortment of community service organizations

to minister to the less fortunate segments of the local community and the world. In the spring, members of the women's Treble Tones Choir spent part of their spring tour helping with cleanup efforts in a flood-ravaged North Carolina town.

As we peer into the new millennium and into the second century of the life of Trevecca Nazarene University, what can we see? How do things look? Is the future truly as bright as the promises of God? It would appear that J. O. McClurkan's "vine of God's own planting," which the founders labored faithfully to establish and nourish, has found fertile soil on its Nashville hilltop, as well as in the hearts of Nazarenes across the Southeastern Educational Zone. As the first century of Trevecca's life begins to merge into the next, the dreams and ideals which those early pioneers invested in the life of their educational institution have been more than realized, and they seem alive and well as the first centennial celebration approaches. Many of these dreams have been incorporated into the new, updated Comprehensive Strategic Plan which now looks forward and sets the objectives and action plans into the year 2008.

The investment of time, energy and money on the part of generations of administrators and faculty members, students and parents, faithful Nazarenes and friends of the University are bearing fruit, and that fruit shall remain. The prayer of the Welsh singer William Williams, which he incorporated as the title of his dedicatory hymn for the opening of the first "Trevecka" College in 1768, is still being answered: "Guide Me, O Thou Great Jehovah!"

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Information listed in this appendix covers the years 1976-2000.

A. Board of Trustees

Members

This list begins with the 1975-1976 academic year and extends through the 1999-2000 year.

Acheson, Charles	1998—present	Garber, B. J.	1983-1996
Acuff, Scott	1993—present	Gassett, J. T.	1975-1985
Adams, Homer J.	1975-1978	Good, Gaylan L.	1978-1979
Adkisson, Joseph E.	1977-1991	Greathouse, W. Mark	1983-1992
Allen, Robert L.	1975-1992; 1995-1998	Guill, Leon	1975-1976
Andress, Robert J.	1978-1987	Gulley, Mary	1990—present
		Gunter, D. Moody	1975-1985; 1994-present
		Gunter, Dwight M., II	1992-1995
Baggott, Barney S.	1981-1983		
Barnes, Mark	1996—present	Hardin, Robert H.	1980-1983
Bearden, Michael	1999—present	Harrell, G. W., Jr.	1976-1984
Bearden, James M.	1985—present	Hatcliff, Winston J.	1975-1978
Benson, John T., Jr.	1975-1980	Hatfield, Dan M.	1976-1977
Berkner, Randy	1998—present	Haufler, Oscar	1975-1979
Bickes, Paul	1992-1996	Hendershot, H. Harvey	1975-1980
Blanchard, George E., Jr.	1984-1990	Hendershot, James E.	1991-1994; 1995-present
Boone, Algie	1975-1977	Henderson, Bibb B.	1976-1988
Boyett, Eugene	1997—present	Herndon, Jim H.	1979-1988
Brantley, Lamar	1996-1997	Holstein, J. Ted	1985-1988
Broadbooks, Robert	1996—present	Hood, Lois	1990—present
Brown, Gregory R.	1995-1997	Horton, Jimmy	1990-1993
Brummett, Joey	1992-1995	Howe, Crawford M.	1988-1994
Bumpus, Robert F.	1975-1977; 1995-present	Hucks, J. B.	1975-1989
Bush, Byron	1996-1997	Huff, Denzil R., Sr.	1984-1986
		Huff, J. Fred	1996-1999
Cash, Harley	1977-1978	Huff, Oliver C.	1975-1983
Casseday, Lynn H.	1979-1983	Huff, Robert F.	1992-1996
Chaney, Reeford L.	1975-1977		
Clyburn, Lowell T.	1977-1983; 1987-present	Jakes, Gary	1994—present
Cook, Robert L.	1990-1997	Jenkins, C. Halbert	1978-1994
Cook, Ruth	1989-1991	Jernigan, J. Don	1983-1988
Cooper, Henry P.	1976-1981; 1987-1990	Jewell, Marian E.	1985-1991
Cowan, Donald G.	1990-1993	Johnson, Dennis	1995—present
Cowart, Frank W.	1977-1990	Johnson, W. Talmadge	1975-1994
Cox, Thomas M.	1986—present	Johnson, Willard C.	1983-1984
Curry, Harry	1995—present	Jones, Glen	1975-1981
		Jones, Phillip	1994—present
Darsey, Marie	1993—present		
Davis, Charles A., Jr.	1979-1982; 1985-present	Kirby, Charles	1988-1990
Davis, LeRoy W.	1986-1988	Knight, Charles	1988-1991
Dell, Jack	1986-1994		
Dennis, Larry D.	1997—present	Lancaster, J. W.	1980-1987
Dixon, Ed	1991-1997	Lane, Roger	1992-1998
Downing, B. W.	1984-1987	Latham, Harold D.	1982-1996
Dunlap, Don	1997-1998	Lawrence, Paul M.	1975-1977
Dunn, John R.	1977-1983; 1994-present	Lee, Jack H.	1975-1982
Eby, Paul	1989-1995	Leeper, Lawrence E.	1975-1982
Elkins, William L.	1982-1985	Leib, G. Mark	1988-1996
England, Jim	1988-1991	Lin, David	1995-1998
Evans, Bob	1996-1999	Liner, Harold M.	1987-1990
		Love, Joel E.	1978-1993
Faircloth, John	1987-1993	Lowery, Howard J.	1980-1983; 1998-present
Figge, R. Eugene	1983-1989		
Foskey, J. G.	1975-1976	Madison, Bob	1975-1977
Foster, Alan	1994-1995; 1996-1999	Marks, W. Howard	1979-1984
Fuller, Gene	1989—present	Marlowe, Ralph W.	1975-1983
Fuller, Roy	1997—present	Matlock, Jane	1995-1998

McBrayer, Ron	1990-1993	Rowan, T. Earl	1979-1980
McDonald, Robert	1987-1990	Rutledge, Floyd M.	1983-1994
McMillian, Herbert M., Jr.	1976-1982; 1983-1995	Schaper, Paul	1998—present
Milburn, Bob	1996—present	Schortinghouse, Byron	1994—present
Milby, E. J.	1990-1992	Scott, A. Frank	1975-1979
Mingledorff, Walter R.	1975-1976	Sessions, Phillip	1988-1997
Mitchell, Robert S., Sr.	1982—present	Shelton, W. Gene	1991-1997
Moore, Dennis	1993—present	Simpson, D. Eugene	1985-1996
Moore, Don M.	1975-1983	Skinner, Gerald	1997—present
Moore, Margaret	1998—present	Smith, Don	1988-1995
Morsch, J. V.	1975-1989	Smith, Doyle C.	1981-1986
Morsch, Mark	1993-1995	Smith, H. Lamar	1985-1989; 1992-1995
Murphy, Max S.	1987-1996	Smith, Ralph	1993-1996
Nash, Edmond P.	1977-1982; 1985-1994	Soles, Terry W.	1977-1979
Nix, Carol-Sue	1999—present	Spear, Robert H., Jr.	1975-1994
Nix, Roy T.	1977-1985	Spraker, Larry W.	1990-1992
Nixon, Wendell	1991—present	Staggs, Greg	1998—present
Oliver, W. Charles	1977-1983	Stocks, M. H.	1975-1977
Osborne, Henry	1983-1984	Stone, Jack K.	1975-1981
Ostendorf, R. Scott	1994-1998	Stone, Oval L.	1980-1985; 1993-1995
Page, Odie L.	1975-1995	Story, Greg	1995—present
Patton, Charles S.	1975-1979	Strickland, Beverly	1997—present
Pelham, Robert L.	1982-1991	Strickland, Ira "Buddy"	1997—present
Pelton, Ronald	1992-1996	Stucki, Otto	1975-1976
Pennington, Steve	1994-1996	Sullivan, Bill M.	1975-1980
Perry, Robert	1989-1992	Tarter, R. E.	1983-1985
Pickenpauh, Samuel	1983-1987	Tate, Barbara	1993-1998
Plummer, Howard	1996-1997	Taylor, James D., II	1991—present
Poole, Wendell L.	1975-1976; 1983-1989; 1991-1997	Thompson, Richard H.	1977-1980
Powell, John E.	1983-1990; 1999-present	Thrasher, Phil	1992-1995
Powell, Riley	1997-1999	Tipton, W. M. (George)	1984-1990
Price, Nathan	1982-1988	Ulmet, Aleck G.	1975-1985
Pulliam, Jim	1995—present	Ulmet, Kevin	1989-1991
Quinn, L. Wayne	1988-1995	Underwood, Allan R.	1975-1987
Reagan, Ed A.	1984-1990	Underwood, Rick	1990-1993
Rhoades, William L.	1991-1992	Wall, Howard, III	1997—present
Richardson, V. Neil	1975-1977	West, Charles	1990-1995
Rickey, Greg	1995-1996	Whittington, Edward H.	1982-1985
Rogers, Roy	1995—present	Wilkerson, Martha	1998—present
Rogers, Thelma R.	1996—present	Wise, Myron G.	1981-1992; 1997-1999
Ross, Michael B.	1985-1992	Wiseman, Neil B.	1982-1985
		Wright, Keith	1980-1981
		Wright, Pal L.	1981-1982

Chairmen

1976-1981	H. Harvey Hendershot
1981-1989	J. V. Morsch
1989-1992	Talmadge Johnson
1992-1995	Charles A. Davis
1995-1998	D. Moody Gunter
1998-Present	Charles A. Davis

Recipients—Honorary Degrees

The first honorary degrees were conferred in 1950. Thirty-seven honorary doctorates were awarded prior to 1977.

Millard Reed	Pastor	1978	D.D.
William F. Knowles	Layman (Local Gov.'t Official)	1978	L.L.D.
Jack H. Lee	District Superintendent	1979	D.D.
Jack K. Stone	Pastor	1980	D.D.
Mrs. A. B. Mackey	Retired (Educator)	1981	declined
Don Jernigan	District Superintendent	1982	D.D.
Bob Benson	Evangelist	1982	D.D.
W. Talmadge Johnson	District Superintendent	1983	D.D.
D. Moody Gunter	District Superintendent	1983	D.D.
Odie L. Page	Layman (Traffic Controller)	1984	L.L.D.
Orpha M. Speicher	Layman (Physician)	1984	D.Sci.
Aleck G. Ulment	District Superintendent	1985	D.D.
Bob Mitchell	Pastor	1986	D.D.
Charles Johnson	Pastor	1986	D.D.
Louie Bustle	Missionary	1987	D.D.
B. J. Garber	District Superintendent	1988	D.D.
Bob Hoots	Evangelist	1988	D.D.
Nina Gunter	Executive (General Church of the Nazarene)	1989	D.D.
Gerald Skinner	Layman (Businessman)	1990	J.D.
Eugene Simpson	District Superintendent	1991	D.D.
James Bearden	District Superintendent	1991	D.D.
Phil Riley	Executive (General Church of the Nazarene)	1992	D.D.
Joe Ann Ballard	Inner-city Ministry Leader	1992	L.H.D.
H. Ray Dunning	Religion Dept. Head	1993	D.D.
John Dix	Science Dept. Head	1993	D.Sci.
Lowell Clyburn	District Superintendent	1994	D.D.
Phillip Sessions	District Superintendent	1994	D.D.
L. Wayne Quinn	District Superintendent	1994	D.D.
Charles A. Davis	Layman (Judge)	1995	D. Litt.
J. Roy Fuller	District Superintendent	1996	D.D.
Wyatt H. Gentry	Retired Pastor	1997	D.D.
Brock Speer	Christian Singer	1997	D.Mus.
Byron Schortinghouse	District Superintendent	1998	D.D.
Herb McMillian	Ordained Deacon	1998	D.D.
Mackey, Lyla T.	Retired (Educator)	1999	Diakonos Award
Taylor, James D.	Retired/Minister, Educator	2000	D.D.
Walker, Kenneth	Missionary-Educator	2000	D.D.

B. Administration

Listing of Officers

President		Academic Dean/Vice President for Academic Affairs	
1976-February, 1979	Mark R. Moore	1976-1991	William J. Strickland
February, 1979-1991	Homer J. Adams	1991-1992	Robert Griffin
1991-Present	Millard C. Reed	1992-Present	Stephen M. Pusey

Executive Vice President		Dean of Education	
1976-1977	Harper L. Cole	1991-Present	W. Melvin Welch

Administrative Assistant to the President		Dean of Religion and Philosophy	
1977-1978	Gary Coulter	1993-Present	Timothy M. Green

1978-1979	William J. Mackay	Dean of Natural and Applied Sciences	
1991-Present	W. Melvin Welch	1993-Present	G. Michael Moredock

Dean of Business and Management	
1995-Present	James T. Hiatt

Director of Teacher Education

1976-1977	G. Lewis Pennington
1977-1990	Thomas R. Rosebrough
1990-1991	Wanda L. Staley
1991-Present	Edward H. Whittington

Director of Library Services

1976-1984	Johnny Wheelbarger
1984-Present	E. Ray Thrasher

Chief Fiscal Officer/Vice President for Financial Affairs

1976-1980	Gene Davidson (Controller, CFO)
1980-1991	M. L. White
1991-1993	Ramon Richards
1994-Present	Mark W. Myers

Director of Financial Aid

1976-1996	Everett Holmes
1996-Present	Eddie White

Director of Physical Plant

1976-1995	John Pope
1995-Present	Steve Wilson

Vice President for Development/Vice President for Institutional Advancement

1976-1978	Richard Felix
1978-1979	Claude Diehl
1979-1982	H. Harvey Hendershot
1982-1986	Edmond Nash
1986-1987	Claude Diehl
1987-1991	Pleais Hampton/ Howard Marks
1991-1994	Claude Diehl
1994-1996	J. Fred Huff
1996-1997	Harold McCue (Director)
1997-1998	David Lalka
1998-1999	Harold McCue
1999—present	Stephen Bariteau

Director of Church Relations/Vice President for Church Relations

1976-1977	Harold Latham
1978-1979	Pleais Hampton (Acting Director)
1979-1982	H. Harvey Hendershot
1982-1986	Edmond Nash
1986-1992	Pleais Hampton
1992-1996	J. Fred Huff
1996-1997	Harold McCue (Interim)
1997-Present	James Mahan

Dean of Student Services/Dean of Student Development

1976-1978	Jerry Hull
1978-1980	Elmore Vail
1980-1984	George Privett
1984-Present	Stephen A. Harris

Assistant Dean of Students for Residential Life

1976-1979	Phil Storey
1979-1991	Wayne Gallup
1991-Present	Ronda B. Lilienthal

Assistant Dean of Students for Community Life

1985-1989	Lois M. Perrigo
1989-1991	Ronda B. Lilienthal
1992-1996	Timothy Whittaker
1996-1998	Robert Milburn
1998-Present	Michael Johnson

Chaplain

1976-1977	Neil Wiseman
1978-1979	Bill Boggs
1979-1980	Edmond Nash
1980-1991	Don Dunnington
1992-Present	Tim Green

Director of Intercollegiate Athletics

1976-1978	Elmore Vail
1978-1980	William O. Green
1980-1990	Frank Wilson
1990-1995	David P. Altopp
1995-1997	Lora H. Donaho
1998-Present	L. Alan Smith

Director of Admissions/Dean of Enrollment Services

1976-1977	Marvin Wells
1977-1979	Michael Estep
1979-1987	Howard T. Wall Jr.
1987-1991	W. Melvin Welch
1991-Present	Jan Forman

Registrar/Director of Academic Records

1976-1983	E. Drell Allen
1983-1987	Richard E. Egnor
1987-1993	Martha Eby
1993-1997	Donna Tudor
1997-Present	Rebecca Niece

Award Recipients**Administrator-of-the-Year**

1976	Harold D. Latham	1983	Howard T. Wall Jr.
1977	No award given	1984	Claude W. Diehl Jr.
1978	No award given	1985	Pleais Hampton
1979	No award given	1986	W. Melvin Welch
1980	No award given	1987	G. L. Pennington
1981	No award given	1988	Gerald K. Willis
1982	No award given	1989	E. Ray Thrasher

1990	Patricia Cook	1996	Art Foster
1991	Michael Clyburn	1997	Rebecca Niece
1992	Stephen A. Harris	1998	G. Harold McCue
1993	Stephen M. Pusey	1999	Jan Harvey
1994	Eddie White	2000	Mark W. Myers
1995	J. Fred Huff		

President's Service Award

The President's Service Award was established by President Millard Reed in 1991 to honor employees of all classifications at the college/university level for special services rendered. The recipients are chosen by the President and presented at the President's Dinner if and when awarded.

1991	Ramon G. Richards Gerald Skinner William J. Strickland R. T. Williams Jr. W. Melvin Welch	Vice-President for Financial Affairs Friend/Donor Academic Dean Special Counsel Dean of Education Administrative Assistant to President
1995	Alan L. Matthews Jan R. Forman	Professor-Business Dean of Enrollment Services
1996	Joyce Welch Mark W. Myers Brian Sims Everett Holmes Eldon Welch	Bookstore/Post Office Vice-President for Financial Affairs Director of Information Technology Services Director of Financial Aid Maintenance
1997	Delores Green Harold McCue Joe Moses Steve Wilson	Secretary to President Director of Development Assistant to the Dean of Education Director of Maintenance
1998	No awards given	
1999	Stephen M. Pusey E. Ray Thrasher	Vice-President for Academic Affairs Director of Library Services

Staff-Member-of-the-Year Award

1976	No award	1989	John H. Pope
1977	Wilma Gallup	1990	Faye Dowd
1978	Jeanne Vail	1991	Delores Green
1979	John H. Pope	1992	Lela Tarter
1980	Eloie Stirman	1993	Harry Haley
1981	Chester Seaney	1994	Linda Youngblood
1982	No award	1995	Edward J. (Chip) Gallup
1983	Leslie H. McKay	1996	Arnetta Campbell
1984	Mildred Brinegar	1997	Norman Robinson
1985	Charlotte Scott	1998	Helen Luke
1986	Glenna Johnson	1999	Linda Russell
1987	Eileen Cornett	2000	Donna Wilson
1988	Wilma Gallup		

Speakers—Commencement

1977	Senator James Sasser	1985	Willis E. Snowbarger
1978	Homer J. Adams	1986	Steve Bell
1979	William M. Greathouse	1987	Stephen W. Nease
1980	Leslie Parrott	1988	Congressman Bob Clement
1981	Jerald D. Johnson	1989	Dr. Evelyn Ramsey
1982	Terrell C. (Jack) Sanders	1990	James Earl Massey
1983	Dennis Kinlaw	1991	Millard Reed
1984	William J. Prince	1992	Stephen W. Nease

1993 Stephen M. Pusey
 1994 John F. Chilton
 1995 Joe Moses
 1996 Daniel B. Spross

1997 Ann Fuqua
 1998 Rondy Smith
 1999 Chris Ward
 2000 J. Douglas Lepter

Baccalaureate

1977 Neil B. Wiseman
 1978 Mark R. Moore
 1979 Mark R. Moore
 1980 Jack K. Stone
 1981 W. Talmadge Johnson
 1982 Don Jernigan Sr.
 1983 D. Moody Gunter
 1984 Dr. Orpha M. Speicher
 1985 Aleck G. Ulmet
 1986 Robert S. Mitchell
 1987 Louie E. Bustle
 1988 B. J. Garber

1989 Nina G. Gunter
 1990 Edmond P. Nash
 1991 James M. Bearden
 1992 Millard Reed
 1993 Millard Reed
 1994 Millard Reed
 1995 Millard Reed
 1996 Millard Reed
 1997 Millard Reed
 1998 Millard Reed
 1999 Millard Reed
 2000 Millard Reed

C. Faculty

Listing of Faculty Members

Ackerson, James 1976-1977
 Agee, Nealon R. 1990-1992
 Allen, E. Drell 1976-1983
 Altopp, David P. 1990-1996
 Baxter, Richard 1995-Present
 Billingsley, Veteria H. 1985-1990
 Black, Walter 1993-Present
 Blakeman, Stephen 1993-Present
 Blann, Troy Robinson 1981-Present
 Blevins, Dean 1994-Present
 Boggs, William 1978-1979
 Bowers, Joe E. 1983-1992
 Brower, Robert 1976-1980
 Brown, Paul 1979-1986
 Buess, Larry 1980-Present
 Buher, Lita 1995-Present
 Caldwell, James 1976-1994
 Carden, Randy L. 1981-Present
 Cauthron, Hal A. 1972-1988
 Childers, Charles L. 1976-1981
 Chilton, John F. 1976-1999
 Chilton, Sara C. 1977-Present
 Christianson, Paul A. 1993-Present
 Chung, Ruth 1976-1977
 Cierpke, Timothy H. 1988-Present
 Cleckner, Paul 1976-1978
 Clyburn, J. Michael 1988-1992
 Cole, Harper 1976-1978
 Cook, R. Franklin 1976-1978
 Costa, Carole 1976-1995
 Costa, Jerry 1976-1977
 Coulter, Gary 1976-1979
 Cummings, John 1976-1978
 Danforth, David W. 1988-1989
 Davenport, Mary Jo 1992-1993
 Day, Pamela 1994-Present
 Deese, David F. 1979-Present
 Denton, Marsha 1998-Present
 Diehl, David 1997-Present

Dix, John W. 1976-1993
 Dunn, Paul F. 1986-1988
 Dunning, H. Ray 1976-1995
 Dunnington, Don 1980-1991
 Eades, Lois B. 1976-1984
 Eby, Carl 1980-Present
 Eby, Carol A. 1982-Present
 Egnor, Richard E. 1979-1984
 Escue, Billy N. 1987-1991
 Goodson-Espy, Tracy 1988-1992
 Everett, Linda 1994-1999
 Farnsley, Steven H. 1981-1996
 Farrell, E. Christis 1995-Present
 Farris, Donna Wesley 1976-1978
 Finger, Larry 1976-1978
 Flannery, Phyllis B. 1976-Present
 Frame, Jeffrey D. 1990-Present
 Fuqua, Ann 1976-Present
 Garlett, Fred 1976-1978
 George, Mary Bates 1978-1992
 Glass, Frances 1976-1979
 Gray, Donna-Jeanne 1988-Present
 Gray, Ronald F. 1978-1990
 Gray, Ryan 1996-Present
 Green, Samuel 1998-Present
 Green, Timothy M. 1991-Present
 Green, William 1976-1980
 Gregg, Sharon F. 1984-1986
 Griffin, William E. 1986-1989
 Hall, J. Mark 1986-1999
 Harris, Sam 1993-Present
 Harvey, Donald 1993-Present
 Hazlewood, Nancy 1978-1998
 Heck, Walter L. 1983-1988
 Henry, Douglas C. 1977-1982
 Hetrick, Paul 1977-1978
 Hiatt, James T. 1983-Present
 Hinkle, Deborah L. 1987-1989
 Holt, Amy 1996-1999

Hoskins, Stephen	1995-Present	Ryding, Richard B.	1987-1992
Hull, Jerry	1976-1978	Sanders, Marian	1997-2000
Janaway, Pauletta	1976-1977	Scheusner, Ron	1979-1981
Jarrett, James L.	1976-1983	Sharpe, Gary	1998-1999
Johnson, Andrew	1998-Present	Skinner, Gerald D.	1976-1987
Johnson, Elliot	1979-1990	Slamp, David	1992-1996
Johnson, Gary C.	1984-1987	Slifer, Kenneth B.	1976-1980
Johnson, Wilma	1979-Present	Slonecker, Lyn	1991-1992
Jones, Jerry D.	1988-1989	Smith, C.B.	1976-1981
Keen, Elisha	1984-1994	Smith, Carolyn	1976-1992
Keen, Craig	1981-1994	Smith, L. Alan	1976-Present
Kilian, Brian Q.	1986-1995	Smith, Ronald	1992-1997
King, William Porter	1987-Present	Smith, Rony M.	1987-1988; 1991-Present
Kintner, Don	1989-Present		
Kirkhart, Renae	1992-1997	Sparks, Kimlyn D.	1988-1991
Knear, James	1977-1992	Spaulding, Henry	1995-Present
LeJeune, C. Edwin	1976-1977	Speer, Priscilla F.	1982-Present
Leper, Douglas	1992-Present	Speicher, Orpha M.	1977-1984
Leverett, Ralph	1979-1989	Spencer, D. H.	1976-1977
Lewis, Curtis	1992-1994	Spross, Daniel B.	1988-Present
Lewis, Richard	1976-1980	Staley, Wanda L.	1989-1991
Little, Robbie N.	1978-1983	Stark, John	1977-1980
Lore, Debbie	1976-1977	Stevens, Annie E.	1984-Present
MacKay, William J.	1978-1984	Stevens, Morris	1977-1979
Madden, Liddell	1993-1999	Stewart, Harold F.	1988-Present
Matthews, Alan L.	1989-Present	Stocks, Morris, H.	1981-1991
Maurer, Ronald	1995-Present	Street, Judy	1988-1990
McClain, Barbara	1976-1993	Strickland, William J.	1976-1998
McGee, Corlis	1976-1990	Stueckle, Sam	1996-Present
McGranahan, Jamen	1999-Present	Swensson, Krista D.	1988-1990
Meiners, Mary Ann	1990-Present	Taaffe, Stephen	1997-2000
Miller, David	1995-1999	Taylor, Clifton M.	1976-1983
Miller, Susan Johnson	1982-1986	Taylor, Joanne M.	1987-1996
Moore, Richard	1991-Present	Taylor, Kathi	1995-1999
Moredock, G. Michael	1986-Present	Teter, John	1976-1978
Moses, Joe	1991-Present	Thrasher, E. Ray	1976-Present
Mund, Fred A.	1976-Present	Ungar, Ralph F.	1976-1995
Niece, Rebecca	1976-1978	Vail, Elmore	1976-1981
Nielson, Niel	1979-1980	Van Beek, Julie	1996-Present
Nyssen, Gerard A.	1976-1999	Vastbinder, Earl E.	1976-1987
Oliver, Howard	1995-1998	Ward, Christina D.	1990-Present
Patterson, Alice	1998-Present	Warren, James H.	1983-1989
Patterson, Brenda	1988-1989	Welch, Lena J.	1988-Present
Peercy, Deborah	1978-1981	Welch, Melvin	1980-Present
Pennington, G. Lewis	1976-1988	Wells, Joy P.	1977-Present
Peterson, Patricia J.	1988-1991	Wheelbarger, Johnny	1976-1987
Phillips, Adrienne	1976-1981	White, Norma	1980-1992
Phillips, Kathleen	1995-Present	Wilcox, Sharon H.	1986-1988
Phillips, Koy W.	1976-1980	Williams, Lanette B.	1988-1992
Phillips, Mary	1988-Present	Williams, Arthur W. (Toby)	1976-1997
Pobst, Peggy H.	1987-1989	Williams, Marianne C.	1989-1992
Poe, Kevin	1995-1998	Williams, Rebecca N.	1987-1991
Pour, Cyrus	1999-Present	Wilson, Deborah S.	1981-1983
Pruitt, Terry T.	1990-Present	Wilson, Frank L.	1979-1993
Purtee, Beth Pierce	1992-Present	Wilson, Peter	1995-Present
Quiggins, James G.	1976-1986	Wiseman, Neil B.	1976-1977
Rosebrough, Thomas R.	1976-1989	Wolfgang, Lois	1978-Present
Ruckman, Franklin D.	1989-1990	Wynn, Debra	1995-1996
Runyan, Gregory P.	1987-Present	Zajas, J. Jonathan	1996-Present
Russell, Sharon	1988-1990		

Award Recipients

Faculty-Member-of-the-Year Award

1976	Ann Fuqua	1989	Corlis McGee
1977	John F. Chilton	1990	Richard B. Ryding
1978	Earl E. Vastbinder	1991	Daniel Spross
1979	James G. Quiggins	1992	Barbara McClain
1980	Neil B. Neilson	1993	Christina D. Ward
1981	James A. Knear	1994	Carol Anne Eby
1982	Thomas R. Rosebrough	1995	Mary Ann Meiners
1983	Ralph F. Ungar	1996	Edward Whittington
1984	Hal A. Cauthron	1997	Timothy Green
1985	Don W. Dunnington	1998	Randy Carden
1986	Craig S. Keen	1999	Henry Spaulding
1987	Morris H. Stocks	2000	Phyllis Flannery
1988	Joy P. Wells		

Teaching Excellence Award

This award was established in 1983 by the Conference of Department Chairs and is presented to a faculty member who is not an administrator and who exemplifies excellence in the classroom. The recipient is selected by the members of the Conference.

1983	Ann K. Fuqua	1992	Timothy M. Green
1984	James A. Knear	1993	Christina D. Ward
1985	Randy Carden	1994	Don E. Kintner
1986	Craig S. Keen	1995	J. Douglas Lepter
1987	Hal A. Cauthron	1996	John F. Chilton
1988	Morris H. Stocks	1997	Walter C. Black
1989	Joy P. Wells	1998	Mary Ann Meiners
1990	Richard B. Ryding	1999	Daniel Spross
1991	Lena J. Hegi	2000	Paul Christianson

Faculty Scholarship Award

This award was established by the vice-president for academic affairs in 1984 to honor a faculty member who had published a significant work of scholarship during the previous year. The award was suspended in 1992.

1984	H. Ray Dunning	1989	Thomas R. Rosebrough
1985	Don W. Dunnington	1990	John F. Chilton
1986	H. Ray Dunning	1991	T. Robinson Blann
1987	Annie E. Stevens	1992	T. Robinson Blann
1988	H. Ray Dunning		

D. Students

Associated Student Body Presidents

1976-77	Jeff Klepfer	1988-89	Kipp McClurg
1977-78	Chuck Green	1989-90	John Milburn
1978-79	Byron Middendorf	1990-91	Kyle Poole
1979-80	Howard Wall III	1991-92	Erin Nash
1980-81	Kevin Ulmet	1992-93	Michael Eldridge
1981-82	Dwight M. Gunter II	1993-94	Rachelle DeVore
1982-83	Darrell Wright	1994-95	Holly Miller
1983-84	Rocky Jenkins	1995-96	Dawn Hedley
1984-85	Rondy McBrayer	1996-97	Jennifer Finch
1985-86	Melinda Nabors	1997-98	Matt Spraker
1986-87	Joel Williams	1998-99	Destin Weishaar
1987-88	Dwayne Gunter	1999-00	Andrew Arp

Award Recipients

Citizenship Award

The Citizenship Award is the highest award given annually to a graduating senior, and is presented at Commencement ceremonies.

1976	Bryan Alison	1989	Kipp McClurg
1977	Billy Strickland	1990	Michelle McCloud
1978	Chuck Green	1991	Kyle Poole
1979	Peggy Jenkins	1992	Erin Nash
1980	Howard T. Wall III	1993	Michael Eldridge
1981	Kevin Ulmet	1994	Timothy Thomas
1982	Dwight M. Gunter II	1995	Jeffrey McVay
1983	Lloyd Brock	1996	Christopher Priest
1984	Beverly Adams	1997	Matthew Mullins
1985	Julie Smith Runyan	1998	Stephen Porter
1986	Melinda Nabors	1999	Rex Baker
1987	Joel Williams	2000	Chad Wrye
1988	Dwayne Gunter		

Student Alumni Award

The Student Alumni Award is given to the student who has contributed significantly to university life and wholesome school spirit, and who possesses a "Trevecca consciousness" and who will exemplify loyalty and pride as a Trevecca alumnus or alumna.

1975	Vickie Lynn Boone	1988	Mac Von Heaberlin
1976	Gary Mullinax	1989	Steven Kipp McClurg
1977	Steve Bortner	1990	John Milburn
1978	Bruce Oldham	1991	W. Kyle Poole
1979	Robert B. Irwin	1992	Erin Nash
1980	Mark Lancaster	1993	Michael Eldridge
1981	Randal L. Haviland	1994	Dawn Adams & Tim Thomas
1982	Michael T. Johnson	1995	Holly Miller
1983	Melvin L. Taylor	1996	Dawn Hedley
1984	Beverly Jane Adams	1997	Stacy Calton
1985	Rondy McBrayer	1998	Heather Ponce
1986	Melinda Nabors	1999	Summer Kemp
1987	Joel D. Williams	2000	Amanda Marshall

Who's Who

Since 1947 the Trevecca community has selected students for inclusion in the national listing of *Who's Who Among Students in American Colleges and Universities*. The following lists are taken from the *Darda* yearbooks. In 1994 students in the MHR Program began to select an annual group of their peers for this honor; these names appear at the end of each list and are noted as MHR.

1976-77	Pat Ensor Bowden Bill Fisher Brenda Heatherly Jeff Klepfer Tim Pusey Tracy Spaur Morris Stocks Billy Strickland Kathy White Kim Wonders	Steve Pennington Alan Queen
1977-78	Paul Cleckner Beverly Cooper Larry Cummings Fonda Ferguson Chuck Green Kathy Klepfer Mark Morsch Bruce Oldham	1978-79 Betty Boyer Karen Carter Kathy Creel Lynn Holmes Peggy Jenkins Byron Middendorf Brenda Miller Danny Oaks Stewart Rowan Steve Rushing
		1979-80 Diana Appleby Barry Bryant Tammie Crews Beverly Fulkerson Danny Gray

	Ruth Herring Kathy Jenkins Mark Lancaster Greg Page Becky Rowan Howard T. Wall III		Kent Hughes Kathryn Lewis Rondalyn McBrayer Dee Ann Metcalf Daryl Murray David Privett Julie Smith Runyan Jeanna Skinner Laura Sweet Todd Wiseman
1980-81	Patti Jo Childers Jennifer Dunn Randy Haviland Lena Hegi Jeff Herndon Bobby Milburn Paul Montemuro Teresa Prevatt Libbie Sparks Kevin Ulmet	1985-86	Jeffrey Alford Tim Bell Kent Buess Duane Diehl Danny Eaton Mark Eby John Ferraro Suzanne Higgenbotham Nathan Hyde David McCullough Glenda Miller Melinda Nabors Claude Perhealth Anabela Simon Arlene Talley
1981-82	Nancy Coleman Sheila Cummings Richard Guess Dwight Gunter Karen Gunter Carol Herring Michael Johnson Kim King Finley Knowles Susan Strickland	1986-87	Stanley Davis Dean Diehl Samuel Green Charles Kissece Rebecca Loar Michael Myhlhousen Doreen Pearson Stephen Perry Timothy Pitzer Bradley Poe Andy Rutherford Scott Stargel Keith Tolar Joel Williams
1982-83	Sandra Archer Lloyd Brock Thomas Felder Don Garrison Cynthia Holmes Philip Ketchum Sarah Landis Julie Pelton Tracie Pennington Brenda Steen Kenneth Stegall Melvin Taylor Don Ward Michael Wilkerson	1987-88	Jeffrey Allen James Blackman Keith Dance Suzanne Diffenderfer Claire Flannery Denise Franklin Stuart Garber Dwayne Gunter Mac Haeberlin Danelle Hyde Jeffrey Wells Valerie Whittington
1983-84	Nancy Abell Beverly Adams Kandy Archer Olof Blomberg David Caldwell Rhonda Chandler Mark East Rob Eicholtz Jenny Fisher Marc Hodge Ricky Jenkins Starlet Knight Edward Savage Carla Scott Daryl Wright	1988-89	Lydia Bolin Kara Bowman Pamela Day David Diehl Rae Harding Kip Laxson Shelley Love Kipp McClurg Gary McCullough Stan Sheridan
1984-85	Kelli Bowman Melanie Clark Alan Foster Bradley Guthrie Rick Harvey		

	Leigh Ann Smith	Kimberly Tinker	
	Maria Swihart	Eric Trees	
1989-90	Paula Baggott	Kristi Stephens Walker	
	David Benzing	Jackie Cook	MHR
	Terry Borders	Mary Jo Damann	MHR
	Jennifer Herndon	Ann Haines	MHR
	Micki McCloud	Teresa Hyatt	MHR
	John Milburn	Mary McCorkle	MHR
	Kendra Plumer	Amy Overstreet	MHR
	Sara Stark	Deborah Story	MHR
	Bronwyn Tatum		
	Jonathan Trees	1994-95	Tanya Dawn Adams
	David Winchester		Keri Ann Attig
	Kirk Zuercher		Treble Cierpke
			Lisa Coffey
1990-91	Craig Adams		Richard Humston
	Dale Benson		Holly Anne Miller
	Tina Day		Michael John Miller
	Mark DeYoung		Jennifer Pennell
	Joseph Dunn		Lanora Pepper
	Melanie Eby		Kyra Riddick
	Sonya Ries Ley		Glenda Ries
	Julie Ann Bearden Poole		Jennifer Stroud
	Kyle Poole		Teri Jo Wiesman
	Susan Ragsdale		Connie Buckner
	Leslie Rosequist		Shirlene Campbell
	Stephanie Wardlow		Shirley Hiltz
			Brenda Martin
1991-92	Kimberley Albert		Jeany Martin
	David Bentley		Judy Perkins
	Pamela Costa		Lee-Ann Tomlin
	Alisha Darsey		
	Amy Foster	1995-96	Andrea Clark
	Tracy Isbell		Dawn Hedley
	Laura Jenkins		Mark Lindstrum
	Erin Nash		Lori McVay
	Shaun Newman		Kim Messer
	James St. John		Ruth Miller
	Lisa Ungerbuehler		Chris Priest
	Kimberly Vaught		Hans Rudin
			Stacey Schnarr
1992-93	Christopher Adams		Heather Spears
	Tanya Bert		Lanagayle Taylor
	Kimberly Brown		Jason Vickers
	Michael Eldridge		Joanne Bass
	Art Foster		Kim Edwards
	Lita Fuller		Melody Gillian
	Anita Howell		Cecelia Tolley
	Susan Hyde		Larry Turner
	Michael McAdory		Judy Burns Wagner
	Steven Mobley		Polly Yarbrough
	Melissa Moore		
	Elizabeth Shirley	1996-97	Jennifer Austin
1993-94	Dawn Adams		Keely Broadbooks
	Juan Arroyo		Stacy Calton
	Mark Brew		Mark Chitty
	Tanya Carey		Patrick Conger
	Wendy Gutreuter-Conner		Kenneth Couchman
	Rachelle DeVore		Susan Hicks
	Michelle Foster		Richard Lord
	Janet Henderson		Karen Neighbors
	Kelly Oberndorfer		Sonya Olson
	Gerron Showalter		Heather Strickland
			Gregory Voiles
			Melanie Buchanan
			MHR

	Linda Foster	MHR	Shelly Spaulding	
	Janet Kriser	MHR	Carson Walden	
	Marijo Lewis	MHR	Destin Weishaar	
	Lisa Martin	MHR	Amy Suzanne Wright	
	Yancie Taylor	MHR	Linda Barr	MHR
	Rhonda Uhtenwoldt	MHR	Dawn Brackens	MHR
	Kim Winters	MHR	Vickie Bradford	MHR
1997-98	Jennifer L. Crawford		Lynette DiMeola	MHR
	Paul Edward Gray		Kelli Holland	MHR
	Charles Christopher Hazelwood		Angela James	MHR
	Hannah Rae Kisner		Margie Mannon	MHR
	Andrea Lynn Means		Dawn Rogers	MHR
	Brian Michael Niece		Mark Rogers	MHR
	Jeremy Brian Peach		Andrew Stokely	MHR
	Heather Marie Ponce			
	Amy Lynn Snider		1999-2000	Andrew Arp
	Jeffrey Scott Sykes			Catherine Bowers
	Matthew Thrasher			Amy Lee Brantley
	Jennifer Faye Wyatt			Wesley Furlong
	Jeff Crawford	MHR		Karissa Knox
	Glenda Hammond	MHR		Amanda Marshall
	Lisa Goode	MHR		Andrew McVay
	Dorothy Mayes	MHR		Katrina Quick
	Joyce Mosier	MHR		Michael Shea
	Phyllis Pulley	MHR		Tony Sparrow
	Tommie Ransom	MHR		Karla Wardlow
				Chad Wrye
1998-99	Christy Adkisson			Diane Berné
	Christy Burney			Sandra Fletcher
	Kristina Johnson			Frances Hoffman
	Jennifer Jones			Carlos Hoyos
	David Kemp			Brian Keegan
	Summer Kemp			Debra Lindsey
	Lori McLerran			Luis Morales
	Thomas Middendorf			Patsy Payne
	Kelly Plummer			Ralph Stevens

Editors of Student Publications

Darda

The *Darda* is the official yearbook of the University and has been published since 1924, except for the depression years.

1976-1977	Karen Carter	1988-1989	Richelle Brown
1977-1978	Karen Carter	1989-1990	Arthur Sharpe
1978-1979	Libbie Sparks	1990-1991	Laura Jenkins
1979-1980	Sheila Apple	1991-1992	Laura Jenkins
1980-1981	Carolyn Hardy	1992-1993	Gwen Kenes
1981-1982	Becky Gillespie	1993-1994	Ann-Michele Corbi
1982-1983	Jeffrey Brinkman	1994-1995	Kathy Anderson
1983-1984	Shelly Archer	1995-1996	Claudia Pastrana
1984-1985	Beverly Lindsey	1996-1997	Andrea Gales
1985-1986	Beverly Lindsey	1997-1998	Summer Roberts
1986-1987	Timothy Johnson	1998-1999	Summer Roberts
1987-1988	Richelle Brown & Sandra Stapleton	1999-2000	

Trev-Echoes

The *Trev-Echoes* is the student newspaper and was first published in 1944. Publication was suspended in the fall of 1998.

1976-1977	Cindy Conine	1980-1981	Anita Thompson
1977-1978	Howard Wall III	1981-1982	Tom Felder
1978-1979	Diana Appleby	1982-1983	Tom Felder
1979-1980	Rob Morris	1983-1984	Linda Dickens

1984-1985	Nathan Hyde
1985-1986	Nathan Hyde
1986-1987	Scott Stargel
1987-1988	Teressia Ward
1988-1989	Steve Fountain
1989-1990	Kim Willis
1990-1991	Susan Ragsdale
1991-1992	Tracy Isbell

1992-1993	Kristi Stephens
1993-1994	Chris McClean
1994-1995	Christina Smerick
1995-1996	Ken Couchman
1996-1997	Ken Couchman
1997-1998	Robin Hess
Discontinued publication	

Presidents of National Honor Society

1976-77	Tracy Spaur
1977-78	Sandra Foskey
1978-79	Dean Murray
1979-80	Patti Childers
1980-81	
1981-82	
1982-83	Don Ward
1983-84	Marc Hodge
1984-85	Danny Eaton
1985-86	Jeff Smith
1986-87	Stan Davis
1987-88	Denise Franklin

1988-89	Pam Day
1989-90	Bobbie Skelton
1990-91	Mark DeYoung
1991-92	Laura Jenkins
1992-93	Kim Brown
1993-94	Kim Sellers
1994-95	Lisa Coffey
1995-96	Jason Vickers
1996-97	Mark Chitty
1997-98	Jason Adkins
1998-99	Karissa Knox
1999-00	Nicki Goforth

Student Royalty

Trebecca selected its first Valentine Queen in 1967 and the first Homecoming Queen in 1970. In 1994 the first Homecoming King was selected. The selection of the Valentine Queen was discontinued for one year in 1990 and indefinitely in 1992.

Homecoming Queens/Kings

1976	Brenda Heatherly
1977	Sherry Heard
1978	Betty Boyer
1979	Becky Rowan
1980	Teresa Prevatt
1981	Annette Stone
1982	Sandra Archer
1983	La'Tan Roland
1984	Jeanna Skinner
1985	Melinda Nabors
1986	Tammy Lee
1987	Denise Franklin

1988	Leigh Ann Smith
1989	Sara Stark
1990	Sonya Ries Ley
1991	Laura Jenkins
1992	Lorri Forman
1993	Isabel Maroney
1994	Kyra Riddick/Jeff McVay
1995	Lori McVay/Chris Priest
1996	Keely Broadbooks/Matt Mullins
1997	Heather Ponce/Brad Turner
1998	Jenni Jones/Wesley Furlong
1999	Catherine Bowers/David Dhanarajan

Valentine Queens

1977	Janet Rushing
1978	Brenda Miller
1979	Peggy Jenkins
1980	Carol Herring
1981	Susan Tousley
1982	Kim King
1983	Julie Smith
1984	Karen Miller

1985	Donna Henderson
1986	Suzanne Diffenderfer
1987	Rae Harding
1988	Valerie Whittington
1989	Joyce Barnett
1990	
1991	Susan Hyde

E. Alumni Association

Association Officers & Alumni Directors

The Trevecca Alumni Association was organized in 1936 during the General Assembly of the Church of the Nazarene held in Columbus, Ohio.

Alumni Presidents

1976-77	Joe Adkisson '60	1991-92	Howard T. Wall III '80
1977-78	Jim Knight '66	1992-96	Barney S. Baggott '66
1978-79	Roger Costa '64	1996-97	Steve Pennington '78
1979-82	F. Don Dunlap '69	1997-99	Kendell Poole '85
1982-85	Gary S. Streit '67	1999-00	Ruth McDowell Cook '68
1985-91	Herbert M. McMillian, Jr. '68		

Director of Alumni Affairs/Services

1975-78	Mike Estep '71	1984-91	George Privett, Jr. '51
1978-79	F. Don Dunlap '69	1991-94	W. Mark Greathouse '68
1979-81	Richard E. Egnor '70	1995-2000	Dale Killingsworth '70
1981-84	Melvin Welch '61	2000-	Nancy Dunlap '67

Award Recipients

"T" Award Recipients

This award is given to a distinguished alumnus/alumna who has graduated at least ten years prior to receiving the award and who is held in highest esteem by the membership of the Association.

1976	H. Ray Dunning ('48)	1990	Nina Gunter (M '58); Herbert McMillian (L '68)
1977	Christine Soyars ('65)	1991	E. LeBron Fairbanks (M '64); Gary W. Streit (L '68)
1978	Paul H. Hetrick Jr. ('64)	1992	Jack K. Stone (M '63); Steve Pennington (L '78)
1979		1993	Arthur "Toby" Williams (M '59); James Van Hook (L '63)
1980		1994	Doug Runyan (M '74); Corlis McGee (L '75)
1981	Bob Benson (M '51); Marian Jewell (L '47)	1995	J. Fred Huff (M '75); Vera Hammond (L '50)
1982	Claude Galloway (M '43); Melvin Welch (L '61)	1996	Jesse C. Middendorf (M '65); Jim Hendershot (L '67)
1983	Adrienne H. Phillips (L '42); Marie Perry Shifflett (M '48)	1997	Barney Baggott (M '66); Earnestine M. Richardson (L '66)
1984	Robert Mitchell (M '61); Wendell Poole (L '61)	1998	Al Truesdale (M '64); Charles A. Davis (L '70)
1985	J. Don Jernigan (M '51); John Chilton (L '64)	1999	Paul C. Andrus (M '62); Robert Brower (L '72)
1986	M. H. Stocks (M '51); James G. Quiggins (L '71)	2000	D. Moody Gunter (M '59); E. Ray Thrasher (L '64)
1987	Jack Sanders (M '51); Ed Whittington (L '59)		
1988	Koy W. Phillips (M '38); Joseph Adkisson (L '61)		
1989	Edward F. Cox (M '48); Mary Meighan (L '66)		

McClurkan Award Recipients

The McClurkan Award was begun in 1967 and is given to a non-graduating alumnus/alumna or friend of the University who has given distinguished service to his/her career, community, or the University.

1976	Mark R. Moore	1993	W. Howard Marks
1983	Bertha B. Bruce	1994	W. Talmadge Johnson
1986	Earl E. Vastbinder	1995	Richard "Pek" Gunn
1987	Barbara McClain	1996	William Graves
1988	Charles B. Childers	1997	Gerald Skinner
1989	Lois B. Eades	1998	Don and Zelma Waggoner
1990	Orpha Speicher	1999	Carlyle Apple
1992	Gerald Willis	2000	Everett Holmes

F. Additions to Campus and Major Renovations

History of Property Acquisitions

The following information on the growth of the Trevecca campus has been condensed partly from a study made in early 1998 by Homer J. Adams and presented as a memo to University administration. He updated and in some cases made minor adjustments in the account given by Mildred Wynkoop in *The Trevecca Story*. Data for the final decade covered by this volume were taken from records in the office of the vice-president for financial affairs.

The original Murfreesboro Road campus consisted of approximately seven acres and was purchased for \$15,500 in 1938, after three years of occupancy under a lease agreement. Another eight acres had been purchased by Dr. Mackey in the interim and was donated to the College. Soon thereafter Dr. Mackey purchased another nineteen acres which extended the campus northward to Murfreesboro Road. He donated most of that property to the College and later sold the remainder to the school for \$2,080. In 1941 an additional tract of fifteen acres lying between Lester Avenue and Nance Lane, south of Hart Street, was purchased for \$4,000 with the help of a loan from Miss Mamie Jackson. This property now contains the main athletic facilities and the Tidwell Faculty Center. The total acreage thus stood at 49 in 1941.

In 1973 five acres lying on the west boundary of the campus were purchased from Mrs. A. B. Mackey and were used to build the Bush and Redford-Shingler apartment complexes. In the 1970s, several lots were acquired by the Moore administration on the southern extremity of the campus, and these were later traded to the city for the closing of Hart Street. Two tracts, totaling approximately four acres, were traded to College Hill Church of the Nazarene and leased to the Trevecca Health Care Center respectively in 1976, for the construction of those two new facilities.

All of the lots, including several houses, on the west side of Lester Avenue and all of the properties on the east side of Lester with the exception of the Dale apartment quadruplex and the Trevecca Towers properties, were purchased and cleared. Five of these acquisitions were made by the Reed administration. Six lots on the southern end of Lester Avenue were acquired in the 1970s and 1980s and incorporated into the campus.

Several lots on the north side of Hart Street east of Lester Avenue were purchased during the Adams administration. Six lots on the west side of Nance Lane were purchased during the 1990s. The closing to public access of both west and east ends of Hart Street and of the north end of Lester Avenue added most of that surfaced area to the acreage owned by the school and increased the total campus area by approximately four acres.

Several acquisitions of major properties were made in the 1990s, and the buildings were razed to make way for new campus facilities. The two tracts flanking the Lester Avenue entry from Murfreesboro Road were purchased: the west corner in 1993 for \$112,000, the south corner in 1994 for \$320,000. Another adjoining tract farther west on Murfreesboro Road was purchased in 1997 for \$185,000 and became lawn space for the new entryway. The Howard Baer Trucking Company, located on the northeast corner of the campus, was purchased in May 1996 for \$655,000 and the buildings converted for university use. These structures were later removed to make way for a new softball field. The Saturn Apartments were acquired in October 1996 for \$1,450,000, and were renovated for use as student housing, now named the University Terrace Apartments.

All of these additions have resulted in, as of August 2000, a campus comprising approximately 68 contiguous acres, plus nine additional acres separated from the main campus by public streets not yet closed.

New Buildings and Extensive Renovations (Since 1976)

McClurkan Memorial Building (Renovation)	\$550,000+	March 1981
Marks Guest House (Total renovation of purchased home)	\$ 43,000	Summer 1983
Maintenance Building (Purchase and renovation of Volunteer Machine Company)	\$ 75,200	Fall 1980
Picnic Pavillion (Provided by Million Dollar Club)	\$ 19,700	Summer 1982
Smith Hall (University staff residence) (Relocation and renovation)	\$ 58,000	1984
Jernigan Student Life Center	\$2.3 million	October 12, 1984
Jogging Track (Gift of Hadley Hall Family)	\$ 12,000	Summer 1985
Johnson, Georgia and Tennessee Dorms (Installation of air conditioning systems)	\$564,000	Spring 1986
Tarter Student Activities Center	\$250,000	Fall 1989
Martin College Advancement Building	\$420,000	October 1990
Saturn Apartments (now University Terrace Apts.) (Purchase and renovation)	\$1.45 million	Fall 1996
Wellness Center (Moore Physical Education Bldg.)	\$ 77,290	Fall 1996
New Entranceway	\$2.2 million	Spring 1998
Waggoner Library and Center for Instructional Technology	\$10.6 million	Summer 2000

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About the Author...

JOHN CHILTON is eminently qualified to write Trevecca's centennial history. An Emory University BBA, he came to the College in 1964 as its controller. In 1966 he resigned this position to pursue graduate studies at George Peabody College. There, in addition to a specialist's degree in education, he earned both the M.A. and Ph D. degrees in history. After completing his doctorate in 1975, he joined the Trevecca history faculty. For twenty-five years he was a popular history teacher, until his retirement in 1999. Since 1999 he has continued as part-time teacher in the history department.

Dr. Chilton's long and intimate involvement in the life of Trevecca gives him an insider's view of a major period of the institution's history. As a professional historian he has researched and faithfully interpreted the Trevecca saga. He has traced its often turbulent history since its "day of small beginnings" as J.O. McClurkan's "Bible Training School" for Christian workers, then as a junior and later a four-year college struggling to become a full-fledged liberal arts institution, until today, as Trevecca continues to serve both the Church and the world as a burgeoning Christian university. To read this intriguing and sometimes painful story is to see that Trevecca Nazarene University appears indeed to be "a vine of the Lord's planting."

—William M. Greathouse,
President, 1963-68

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